



United Nations Institute for Training and Research



unitar

50
more years
of human empowerment

UNITAR Fellowship for Afghanistan

2014 Cycle | Project Completion Report

June 2014 – February 2015



Foreword

ABOUT UNITAR

The United Nations Institute for Training and Research (UNITAR) was established in 1965 as an autonomous body within the United Nations, and is headquartered in Geneva, Switzerland. The mandate of UNITAR is to enhance the effectiveness of the work of the United Nations and its Member States in the fields of peace and security and in the promotion of economic and social development. UNITAR designs and conducts worldwide some 230 different training activities per year for more than 80,000 beneficiaries, including diplomats and other government officials, non-governmental representatives and local authorities.

The UNITAR Hiroshima Office, by virtue of the resonance of its location, has an inherent strength in the areas of post-conflict reconstruction as well as the broader themes of international peace and security.

The Fellowship

ABOUT THE FELLOWSHIP

The UNITAR Fellowship for Afghanistan, launched in 2003, is an annual seven-month long programme, which builds the capacity and enhances the leadership, management and professional skills of a core group of senior government officials, academics and practitioners from Afghanistan. Sharing Hiroshima's lessons in post-conflict reconstruction, the Fellowship discusses important themes such as organizational development and change, project design and management, and human resource development and management.

OBJECTIVES

The Fellowship's two long-term objectives are:

- To support an Afghan cadre in the application of their increased knowledge, and confidence in the transformation of their respective departments and ministries
- To build a committed and highly capable Fellowship community in Afghanistan which can serve as a resource base for planning and implementing capacity-building and training activities at the local and national levels

STRUCTURE

The Fellowship's substantive topics are, in part, determined by the needs of the Fellows, but in general come from the following themes:

- Organizational development and change;
- Project design and proposal writing;
- Project management and reporting;
- Accounting and budgeting;
- Leading and mentoring teams for development and change;
- Team-building and team work;
- Communication skills;
- Strategic planning;
- Social Capital;
- Social Entrepreneurship.

The structure of the Fellowship is as follows:

FELLOWS

First-time participants in the programme. Fellows are the main beneficiaries of the Cycle, and are divided into ten teams at the beginning of the Fellowship. Each Fellow is placed in a team depending on their interest and learning orientation. Each team is categorized on the following themes matching the educational background of Mentors leading that particular team:



- Education
- Public Finance
- Public Policy and Strategy
- Project Management and Planning
- Community Development
- Public Services
- Management of Public Services
- Training and Capacity Building
- Human Resources Management
- Administration and Financial Affairs

COACHES

- Coaches, ten per Cycle, are selected from the standout Fellows of previous Cycles and are tasked with providing unity and guidance to the teams.
- Coaches are also responsible for being the main contact point between Mentors and the teams as a whole.

AFGHAN RESOURCE PERSONS (ARPS)

- Selected from the standout Coaches of previous Cycles, five ARPs act each Cycle as apprentice faculty and work to contextualise the training being offered to the changing realities in Afghanistan.
- ARPs are also offered further training in a module specifically designed for them, examining Social Entrepreneurship.

MENTORS

- Mentors are experts, practitioners or academics in various disciplines from around the globe.
- The 30 Mentors in this Cycle come from the following countries:
 - Afghanistan
 - Canada
 - Chile
 - Japan
 - Singapore
 - United States of America
- They are individuals willing to volunteer and share their knowledge and expertise, to guide and advise where requested, and are comfortable in a two-way learning relationship.
- Mentors may also act as Resource Persons.

Resource Persons

- Resource Persons work with UNITAR to develop the overall instructional design, and thematic arc for the Fellowship.
- Resource Persons also provide the main presentations for the programme and attend workshops, either in person or electronically.



KEY ELEMENTS:

Key elements of the Fellowship for 2014 were as follows:

Project Work Sessions (PWS)

Meetings convened by the Coach to discuss with team members the progress of their Fellowship Assignments.

Audio Conferences (ACs)

All teams are connected via Skype to both UNITAR and their Mentors every four weeks so that the project and Fellowship process can be discussed. Standing as milestones in the Fellowship, these Conferences are augmented by ad-hoc discussions between team members, Coaches, ARPs and Mentors.

Video Conferences (VCs)

Video Conferences are half-day to day-long sessions delivered online to all Fellows, Coaches and ARPs, gathered in Kabul. VCs are developed and delivered by Mentors in the programme, who are familiar with the approach, process and objectives of the Fellowship in general. These Mentors lend international insight and experience to the issues at hand, which are then contextualised for the realities in Afghanistan by the assembled Coaches and ARPs. In addition, the VCs are staggered throughout the seven-month long process, and take place at a time deemed relevant to the Fellows' progress through the Cycle.

The VCs for the 2014 Cycle covered the following topics:

- Organisational Needs Assessment;
- Understanding Qualitative Data;
- Gender at Work;
- Results Based Management;
- Managing Conflict in the Work Place;
- Risk Mitigation.

Workshops

The Fellowship consists of four Workshops, each standing as a milestone in the programme, and allowing for a review of Assignments, as well as the imparting of knowledge in preparation for the subsequent session. The timetable for 2014 was follows:

- Workshop One: Kabul
- Workshop Two: Abu-Dhabi
- Workshop Three: Kabul
- Workshop Four: Hiroshima

Assignments

Throughout the Fellowship, Fellows work on individual or team projects.



ASSIGNMENT ONE: Each Fellow undertakes a Needs Assessments in her/his workplace to determine capacities required (inclusive of, but not restricted to, training needs) to do the job in his/her organization/department. This is an individual assignment.

ASSIGNMENT TWO: A team assignment to develop a concept paper for the team project. Each team of Fellows is required to select a project, based on the findings of the Needs Assessments conducted in Assignment I.

ASSIGNMENT THREE: Reporting, through a formal presentation involving all team members, on the development of a detailed plan for the team's organizational development or change project. This report is also submitted in written form prior to Workshop Three.

Coaching for Coaches

To guide and support the Coaches in fulfilling their roles, a training module on Coaching for Coaches has been offered since 2007. The careful selection of committed and competent alumni as Coaches and providing them with the appropriate training and preparation to serve in this role plays a key part in ensuring the success and ownership of the Fellowship.

Academic Accreditation

Since 2006 the University of Texas at Austin (UTA) awards three graduate academic credits to each Fellow that meets the Fellowship requirements.

Curriculum Emphasis on Leadership and Mentoring

Endeavouring to widen the impact of the Fellowship, UNITAR has placed special emphasis on methodology and skill development related to leadership and mentoring. The objective in this respect is to develop the capacity of each Fellow to be a leader and facilitator able to contribute to organizational and human resource development within his/her respective ministry or organization. It is also important to note that the Fellowship curriculum is "Learner-driven" and based on a "Tool Box" of human resource management and organization development tools, selected and refined with each Cycle.

Combination of Different Training Methods

The Fellowship undertakes a combination of different training methods with a series of skill-building activities, such as on-site workshops and study-trips, Mentor-Coach-Fellow communication, team projects and team work, and distance learning activities.

BENEFICIARIES:

The 59 Fellows of the 2014 Cycle are representatives of many different Ministries and organizations from within the Government of Afghanistan and nongovernmental organizations. These include:

- Afghanistan Civil Service Institute (ACSI)
- Afghanistan Insurance Authority (AIA)
- Aga Khan Foundation (AKF)
- Da Afghanistan Breshna Sharkat (Afghanistan Power Utility Company)
- Mine Clearance Program for Afghanistan (MCPA)
- Ministry of Borders and Tribal Affairs
- Ministry of Counter-Narcotics
- Ministry of Finance
- Ministry of Higher Education
- Ministry of Public Health
- Ministry of Public Works
- Ministry of Rural Rehabilitation and Development

- National Assembly (Wolosi Jirga; Parliament)
- Office of the Administrative Affairs (OAA)

PROJECTS:

The projects developed for the 2014 Cycle, selected by team members as being key to the sustainable development of their departments, ministries, and Afghanistan itself, were as follows:



TEAM ONE:

- Creating a comprehensive capacity building strategy for the Ministry of Public Works

TEAM TWO:

- Training for Ministry of Finance staff on the digitized tax collection system

TEAM THREE:

- Enhance provincial support officers' capacity in internal operational procedures of the AREDP (Afghanistan Rural Enterprise Development Program)

TEAM FOUR:

- Development of a web-based Scholarship Management Information System (SMIS) for the Ministry of Higher Education

TEAM FIVE:

- Empowering four civil society organizations working to promote women's rights in Afghanistan

TEAM SIX:

- Reduce payment request-rejection rate in the special disbursement unit of the Treasury Department, Ministry of Finance

TEAM SEVEN:

- Developing a public outreach communication strategy for the media department of the Ministry of Public Works

TEAM EIGHT:

- Sustainable management capacity building programme for Human Resources staff

TEAM NINE:

- Advanced procurement training for the procurement policy unit of the Ministry of Finance

TEAM TEN:

- Establishment of a centralized information and guidance unit at the Ministry of Finance

Workshop One

22 – 25 JUNE 2014 | KABUL, AFGHANISTAN

Workshop One, attended by 59 Fellows, and 10 Coaches began at the Afghanistan Civil Service Institute (ACSI), with an outline of the objectives and expectations of the Fellowship. Thanks were offered to the Hiroshima Prefectural Government, and the Hiroshima Municipal Government for their continued support of the programme.

Comments were also delivered by Mr Berin McKenzie, Specialist, and Dr. Shamsul Hadi Shams, Training Officer at the UNITAR Hiroshima Office, welcoming the Fellows to the programme, and thanking the UNITAR Hiroshima Office's strategic partners in the country, the ACSI, and the Ministry of Finance. H.E. Dr. Sayed Mohammad Amin Fatimi, the Ambassador of Afghanistan to Japan also offered comments via web-link, and extended his deepest appreciation to the UNITAR Hiroshima Office for providing such a crucial training programme for building the capacity of Afghans, and establishing a cadre of committed and capable professionals in Afghanistan which can become agents of change in their respective organizations.

Coaches from previous Cycles then outlined their own Fellowship journey, as well as introducing the methodology of the programme, and the respective roles of Coaches, Resource Persons and Mentors during the Cycle. The first presentation of the programme was delivered by Mohammad Aimal Yarzada, an ARP, who introduced skills and processes focused on The Management of Meetings, including a specific focus on processes to make team-based Fellowship meetings more effective. This presentation, intended to both provide useful information, as well as to outline expected behaviour during the Fellowship, was followed by two more ARPs, Abdul Hadi Noorzad and Najib Rahman Sabory, presenting on Effective Written Communication, including the following areas:

- Identification of personal barriers to effective communication;
- Directional flow of communication;
- Communication channels;
- Report/email/memo/letter writing

Teams then met with their respective Coaches and ARPs so as to be able to discuss expectations and obligations, as well as develop communication plans and meeting timetables. In addition, the Coaches were able to brief the new Fellows on their own Fellowship experiences, as well as the conversation they had undertaken with the Mentors prior to Workshop I.

The first web-seminar of the 2014 Cycle, entitled Organisational Needs Assessment, was delivered via web-link by Humaira Kamal, one of the key architects of the Fellowship programme, from Phoenix, Arizona. Bismillah Muhib presented an overview of Assignment One, built upon the Organisational Needs Assessment Process, an ARP promoted to become a Mentor. This overview session clarified links to the first Assignment, complemented by the organisational environmental assessments presentation, examining Operational, Tactical, and Strategic Needs Assessments. Fellows undertook practical exercises regarding the information presented, and, reflecting one of the real strengths of the Fellowship programme, were able to engage with their Coaches and ARPs regarding the opportunities, challenges, and lessons learned from their own experience at undertaking such an assessment.

Objectives

In addition to what have been mentioned above, Workshop One served as an Orientation Workshop familiarizing Fellows with key elements of the Fellowship, including:

- Fellowship Introduction
- Fellowship Project Architecture
- Fellowship Assignments – An Overview
- Requirement for Graduation
- Timeline

2014: EVALUATION

The evaluation method employed for Workshop I was a two-level evaluation questionnaire: A Participant Self-Assessment questionnaire, which allowed participants to evaluate their individual (pre-existing) knowledge, skills and competencies on the subject matter, so as to create awareness about participant learning needs and help enhance their learning levels. The Participant Feedback Questionnaire captured individual reactions to the overall quality of the programme and allows for their feedback to be heard and incorporated in future iterations of the programme. Both questionnaires were made available to all participants from the beginning of the session and cover individual learning needs as well as the application process, pre-session build-up, and the session itself.

The overall purpose of the evaluation is: to analyse the relevance and direction of the overall content of the programme while also quantifying the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be incorporated when planning for next programme.

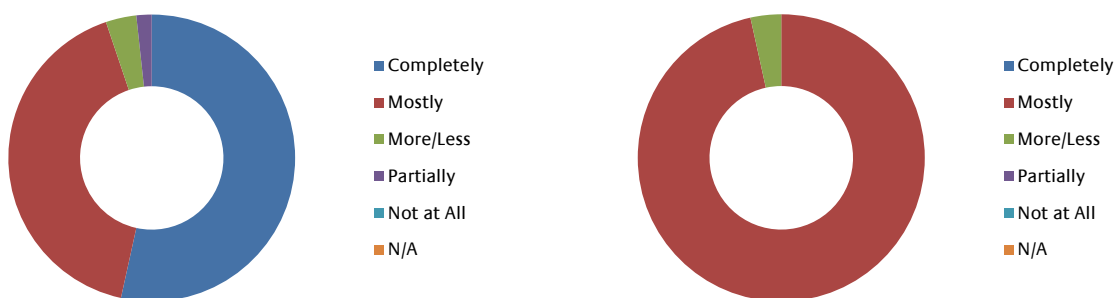
The participant feedback evaluation questionnaire examined the following areas in detail:

- Pre-Event Information
- Learning Objectives
- Value, Relevance, and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitators
- Applicability of After-Action Review and Practical Exercises
- Overall Satisfaction of the Event

MAJOR FINDINGS AND RECOMMENDATIONS

PRE-EVENT INFORMATION

Please rate the degree to which information circulated prior to the workshop was:



Useful (in terms of making an informed decision)

Accurate (in terms of matching what took place)

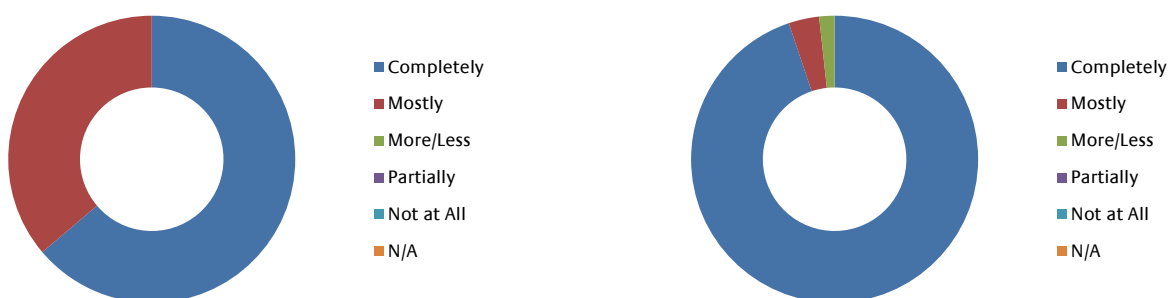


LEARNING OBJECTIVES

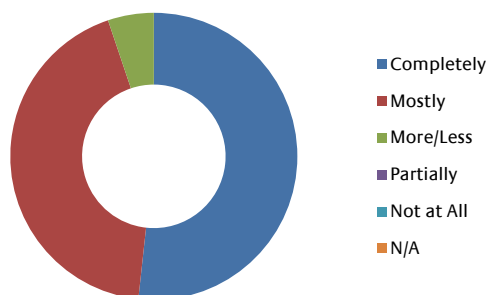
A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants' reaction to the questions.

LEARNING OBJECTIVE I:

Outline three types of distance learning tools and their role in blended learning:



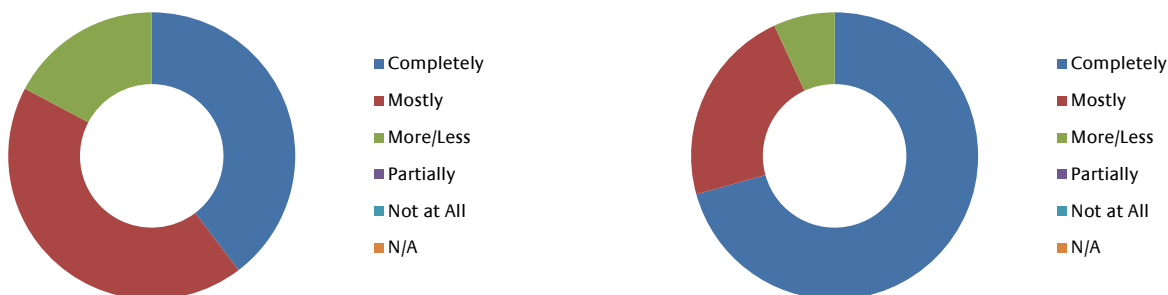
Have a clear understanding of learning objective Relevance of objective to your learning needs



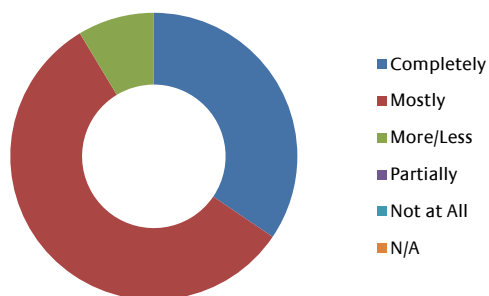
Extent to which you met learning objective

LEARNING OBJECTIVE II:

Prepare and implement an Organisational Needs Assessment:



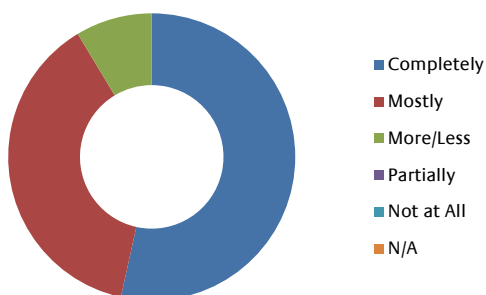
Have a clear understanding of learning objective Relevance of objective to your learning needs



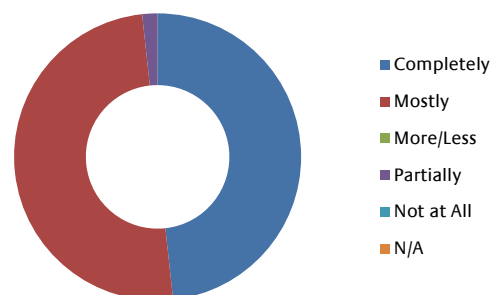
Extent to which you met learning objective

LEARNING OBJECTIVE III:

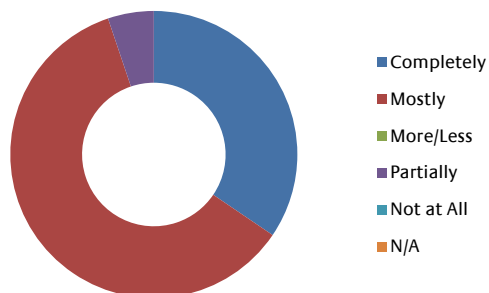
Differentiate between types of written communication skills, and outline instances for the use of each:



Have a clear understanding of learning objective



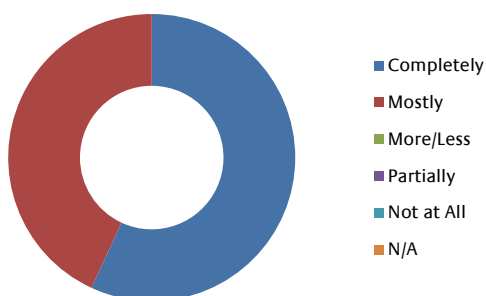
Relevance of objective to your learning needs



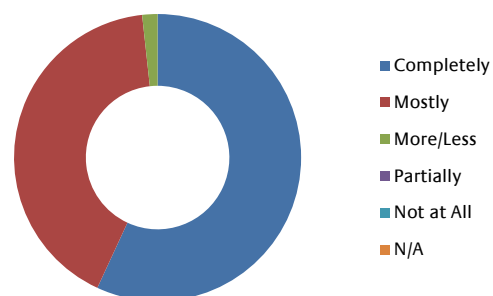
Extent to which you met learning objective

LEARNING OBJECTIVE IV:

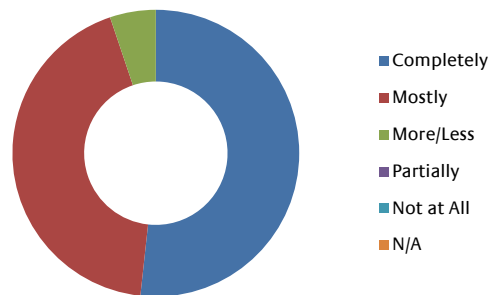
Prepare, and implement, productive meetings:



Have a clear understanding of learning objective



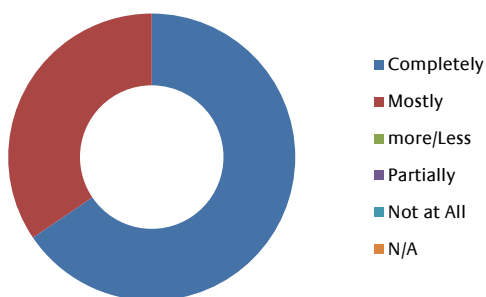
Relevance of objective to your learning needs



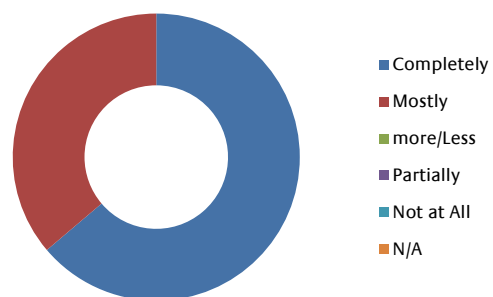
Extent to which you met learning objective

LEARNING OBJECTIVE V:

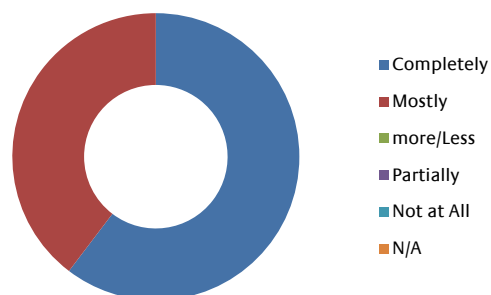
Restate key elements of qualitative data analysis:



Have a clear understanding of learning objective



Relevance of objective to your learning needs

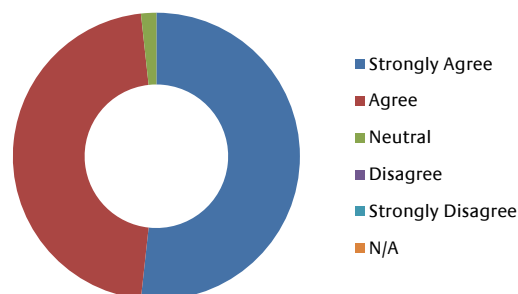
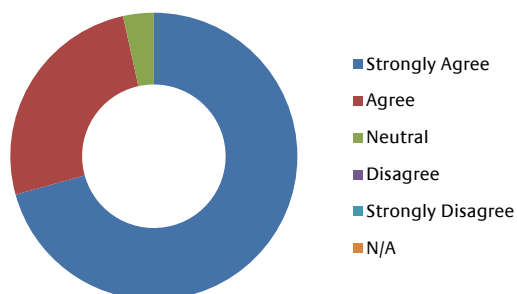


Extent to which you met learning objective

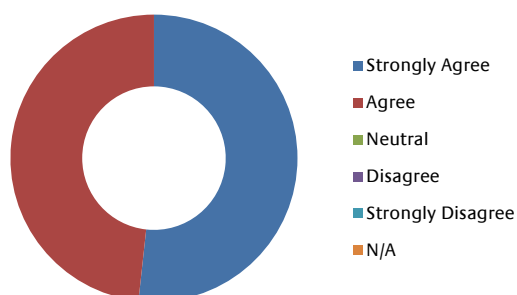


VALUE, RELEVANCE AND INTENT TO USE:

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).



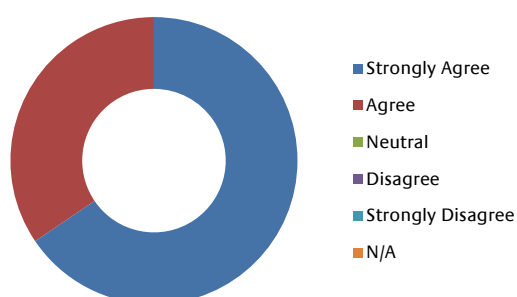
The information presented in this workshop was new to me The content of the workshop was relevant to my job



It is likely that I will use the information acquired

METHODOLOGY:

The methodology used in this workshop included lecture, study tours and practical exercises

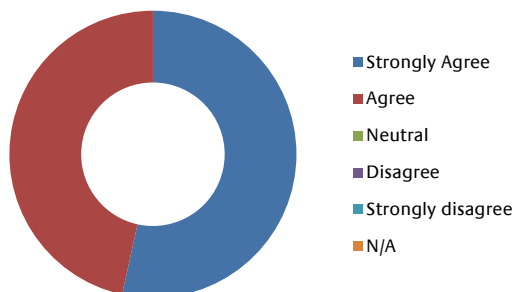


The event's methodology was useful given the learning objectives

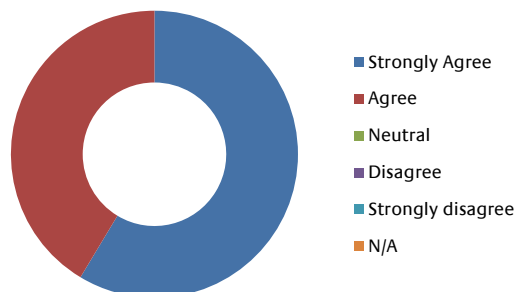


OVERALL SATISFACTION OF THE EVENT:

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):



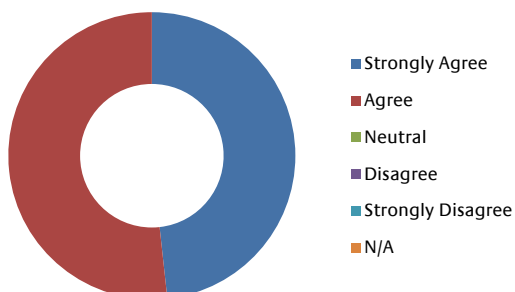
Overall, the workshop was very useful



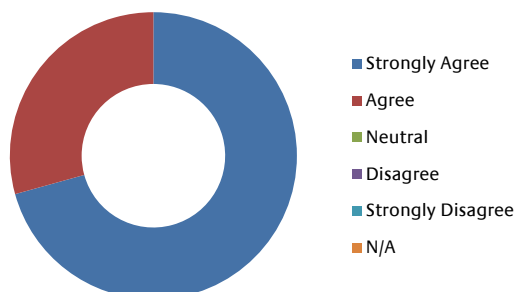
I will recommend this workshop to a colleague

**OVERALL SATISFACTION OF THE QUALITY OF FACILITATORS:**

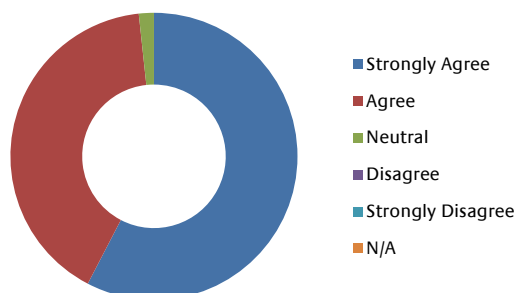
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1). The trainer(s)/facilitator(s) was (were) effective at:



Presenting information



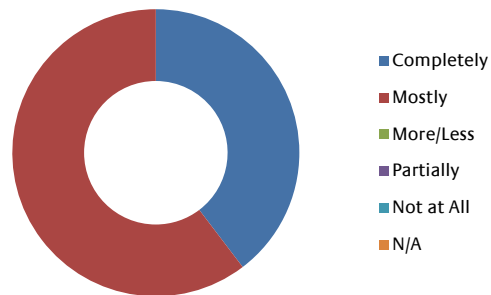
Responding to questions of participations



Stimulating participant involvement

APPLICABILITY OF AFTER ACTION REVIEW AND PACTIAL EXERCISES:

The assessment of learning included After-Action Reviews and Practical Exercises:



How useful was (were) the method(s) in helping you to achieve the learning objectives?

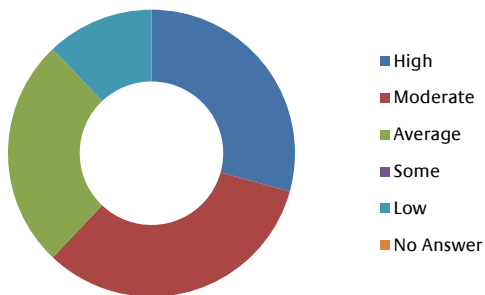


PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

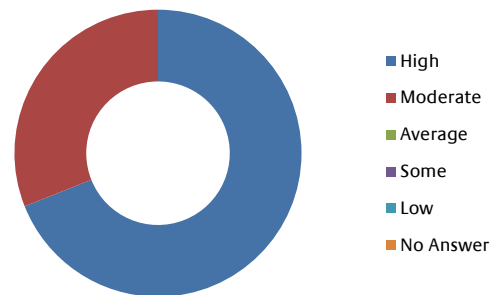
LEVEL OF KNOWLEDGE, SKILL, AND COMPETENCIES IN RELATION TO EACH LEARNING OBJECTIVE BEFORE AND AFTER THE TRAINING:

Please rate the following statements using the numerical scale from high (5) to low (1):

(I) Outline three types of distance learning tools and their role in blended learning.



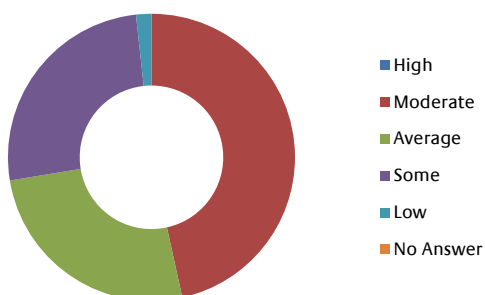
Rate your skill before the programme



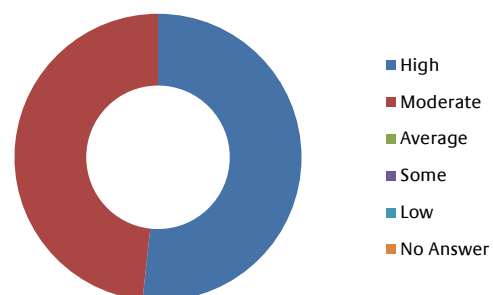
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(II) Prepare and implement an Organisational Needs Assessment.



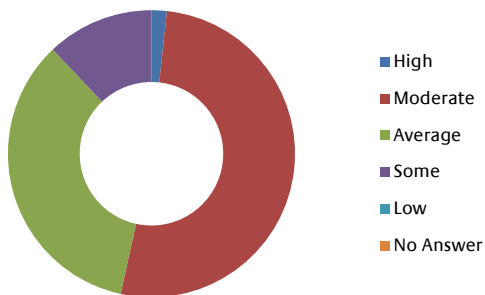
Rate you skill before the programme



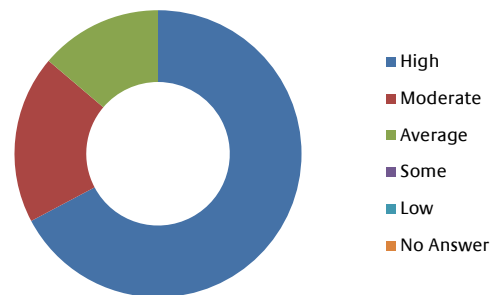
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(III) Differentiate between types of written communication skills, and outline instances for the use of each.



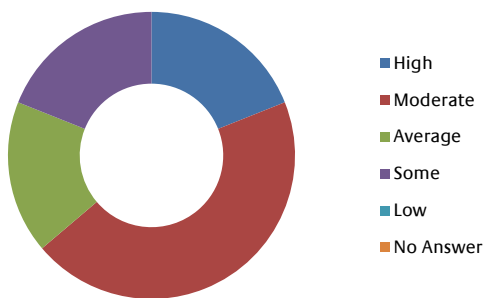
Rate your skill before the programme



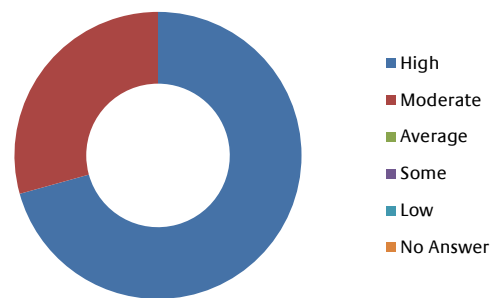
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(IV) Prepare, and implement, productive meetings.



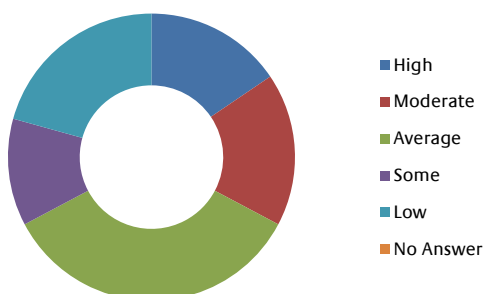
Rate your skill before the programme



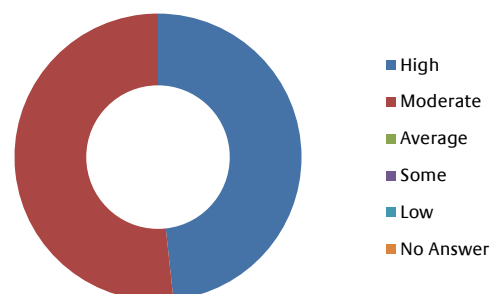
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(V) Restate key elements of qualitative data analysis.



Rate your skill before the programme



Rate your skill after the programme



Workshop Two

25 – 29 AUGUST 2014 | ABU DHABI, UNITED ARAB EMIRATES

Workshop Two, attended by 59 Fellows, 10 Coaches, 5 ARPs, 2 Mentors and 2 Resource Persons, totalling 78 participants, took place in Abu Dhabi, United Arab Emirates, between 25 and 29 August 2014. The Workshop allowed Fellows to gain an in-depth understanding of Leadership and Project Management, while working to contextualise the training received for the changing realities of Afghanistan through Assignments TWO and THREE.



MODULE I: Leadership and Organizational Development for Performance and Results

These sessions aimed at helping Fellows understand the concept of how sound leadership and planned organizational development can maximize performance and produce desired results. They also aimed to support Fellows to develop team projects addressing the common needs of their organizations, while enhancing their understanding of the obstacles and opportunities in the organization development and change process. The intensive session on team challenges helped Fellows to improve their communication levels and expertise in development.

MODULE TWO: Project Planning, Design and Proposal Writing

These sessions aim to equip participants with basic knowledge of project planning, and raising sponsorship and financial support for projects within organizations and from external stakeholders. This skills-training offered in the workshop also facilitates the Fellows' work on their team projects.

Objectives

By the end of the Workshop, participants were to be able to:

- Describe their personal behaviour patterns utilising the DiSC Format;
- Restate ways to facilitate better team work and minimise conflict;
- Describe the processes of team development;
- Report on the defining of project need, problem statements, project solution, and scope;
- Recognise effective facilitation skills;
- Outline key elements of project planning;
- Restate relevant proposal writing techniques.

MATERIAL:

Participants were provided with binders at the outset of the programme, which included all the requirement documentations:

- Agenda;
- Logistical information;
- All presentations;
- Practical Exercises;
- Evaluation Forms.

METHODOLOGY:

INTERACTIVE LECTURES:

Presentations were made by Resource Persons examining the themes of the Workshop from a broad theoretical perspective down to case studies examining real world implementation. These presentations were augmented by small exercises and frequent discussion from the floor, which served to contextualise the issues being examined.

AFTER-ACTION REVIEWS:

Representing a key component of the workshop, and implemented by the Coaches, the after-action review takes place within teams at the start of each morning, discussing the main issues raised in the previous presentations, as well as the specific frames of reference as applied to these by participants.

SMALL TEAM EXERCISES:

Representing a key component, small team exercises allow for interaction and rich discussion on the application of the knowledge to the specific settings of their working situation in Afghanistan.



Description

OUTLINE:

The Workshop began with Fellows presenting the results of Assignment One, presenting the findings of their Individual Needs Assessment to their peers, as well as to attending UNITAR Staff, Mentors and Resource Persons. This was followed by the process of teams deciding which project would be selected as their team project, based on satisfying the criteria of feasibility, relevance, scope, and intended outcome of the project. The adopted project was then pursued jointly by all members of the team, to be focused on both during this workshop and for the duration of the Fellowship.

Resource Person Dr. Michael Fors, of Microsoft Corporation, took the lead, by outlining major elements of Workshop Two:

- Coaching and Facilitation Skills;
- Work Styles;
- Team Development;
- Project Leadership Systems.

The session on coaching and facilitation skills, incorporating the art and science of shaping a high performing team through the following key points:

- The facilitators roles and responsibilities;
- Facilitators as team resources;
- Ensuring a positive learning environment;
- Leadership development for results;
- Objective feedback, guidance and recognition;
- Identifying sources of conflict
- Development of conflict resolution strategies.

This was followed by an introduction to work styles, and in particular the DiSC Personality Profile test, a behaviour assessment tool, which allowed participants to understand more closely their own emotions and motivating factors, as well as giving insight into the make-up of their team. Fellows were tasked with identifying any strengths and potential blindspots that they may possess as individuals and teams.

With participants now focused on their team building and related issues, and the path that lay ahead of them during the Fellowship, Dr. Fors emphasized the four stages in team development, as described by the Tuckman Model:

- Forming;
- Norming;
- Storming;
- Performing.

Each stage of the Tuckman Model was discussed and examined carefully, as were individual roles to support team development, and ways in which to defuse any potential conflict. To exemplify team development and hence the keys to a high performing team, a documentary on a performance of Ravel's "Bolero" by the Los Angeles Philharmonic Orchestra, was shown during the session. The session then continued to examine the role of leaders within teams, as well as the importance of communication and collaboration between members. The follow-up discussion was particularly enlightening as teams examined their own role allocation in their Fellowship teams, and their own organization or department where they work in Afghanistan. The key message of the session was

that team leaders set the right environment and culture for high performance, with effective teams working as engines that drive performance. Teams then dispersed to five practical exercise “stations” which featured advanced team-building and collaboration/communication activities, which served to reinforce the materials presented.



Professor David Eaton, of the University of Texas at Austin, and another of the key architects of the Fellowship Programme, was then tasked with outlining Project Design and Writing, so as to prepare the Fellows for Assignment Two of the Fellowship.

Stressing the need to connect with donors, Professor Eaton outlined the need for the following to be incorporated into any project design process:

- Needs;
- Response to Needs;
- Goals;
 - Inputs
 - Outputs
 - Process
 - Outcomes
- Tasks;
- Methods;
- Measurement;
- Timetable;
- Budget;
- Ideal Result;
- Documentation;

After outlining each of these entries, and linking them to the Fellowship to date, as well as to Afghanistan in general, Professor Eaton then had teams utilise the training presented, using the projects recently adopted. During this process, once again, the assembled Coaches, ARPs, Mentors, Resource Persons and UNITAR staff worked with teams, allowing for them to examine the developing proposals from many viewpoints.

The workshop closed with teams presenting the project plans to their peers, with time given for not only feedback and questions from the assembled Mentors and Resource Persons, but also the other Fellows. This allowed for the exchange of experience and best practice, as well as insight into the networking opportunities the Fellowship represents.

The Fellows returned to Kabul enthusiastic, and focused upon the requirements of Assignment Two.

Conclusions

EVALUATION DATA:

As outlined in below, 82% of respondents agreed or strongly agreed that the information presented in this workshop was new to them, with 90% indicating that the content of workshop was relevant to their jobs. From a total of 24% of participants who felt that they possessed a moderate to high ability to “*Outline key elements of Project Planning*” before the Workshop, 88% of respondents felt that they had gained a high understanding of such in the interim. Similarly, with regard to an “*...Restating relevant proposal writing techniques*”, those indicating that they had a high to moderately high understanding grew from 16% of total respondents to 90% by the end of the Workshop.

With regard to the methodology utilised in the Workshop, including interactive lectures, after-action reviews, and practical exercises, 94% of respondents indicated that they “strongly agree” or “agree” that it was useful. Similarly, the trainers/facilitators of the programme were seen as effective at

presenting information by 88% of respondents.

Overall, the responses received were significantly positive. Several requests were made for increased real-world examples and practical exercises, so that participants may work to incorporate the training offered into their own national and local contexts. UNITAR will work toward increasing the amount of time allowed for team work and discussion in future programmes.

2014: EVALUATION

The evaluation method employed for Workshop II was a two-level evaluation questionnaire: A Participant Self-Assessment questionnaire, which allowed participants to evaluate their individual (pre-existing) knowledge, skills and competencies on the subject matter, so as to create awareness about participant learning needs and help enhance their learning levels. The Participant Feedback Questionnaire captured individual reactions to the overall quality of the programme and allows for their feedback to be heard and incorporated in future iterations of the programme. Both questionnaires were made available to all participants from the beginning of the session and cover individual learning needs as well as the application process, pre-session build-up, and the session itself.

The overall purpose of the evaluation is: to analyse the relevance and direction of the overall content of the programme while also quantifying the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be incorporated when planning for next programme.

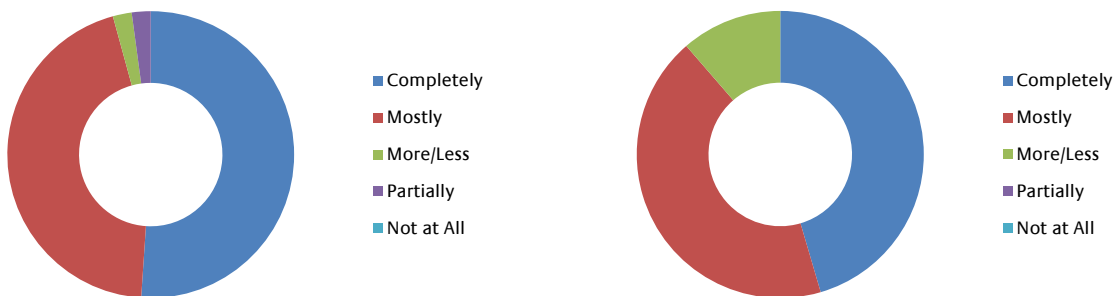
The participant feedback evaluation questionnaire examined the following areas in detail:

- Pre-Event Information
- Learning Objectives
- Value, Relevance, and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitators
- Applicability of After-Action Review and Practical Exercises
- Overall Satisfaction of the Event

MAJOR FINDINGS AND RECOMMENDATIONS

PRE-EVENT INFORMATION

Please rate the degree to which information circulated prior to the workshop was:



Useful (in terms of making an informed decision)

Accurate (in terms of matching what took place)

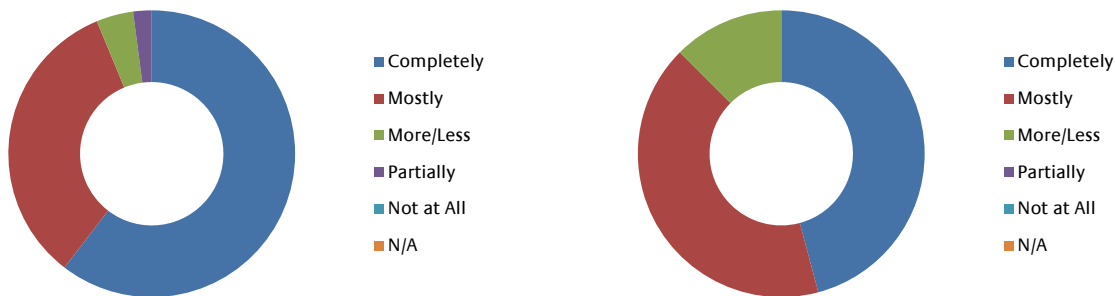


LEARNING OBJECTIVES

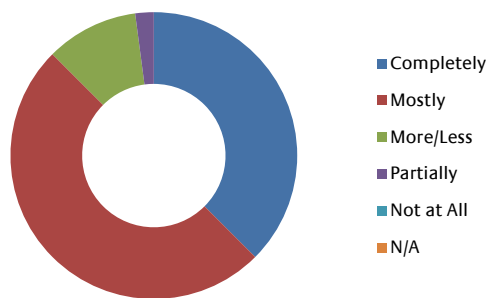
A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants' reaction to the questions.

LEARNING OBJECTIVE I:

Describe their personal behaviour patterns utilising the DiSC Format:



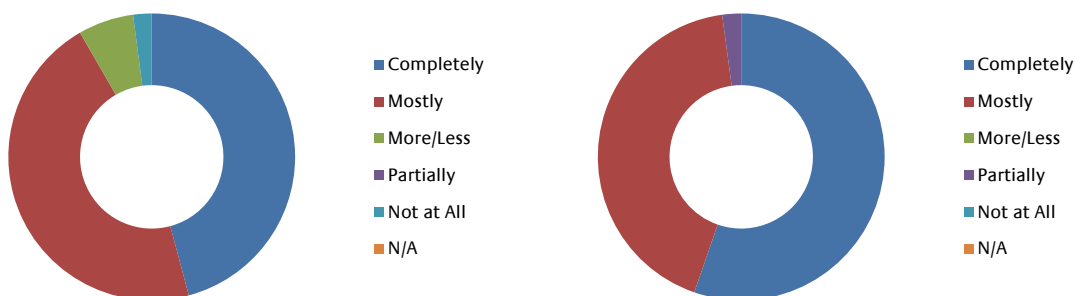
Have a clear understanding of learning objective Relevance of objective to your learning needs



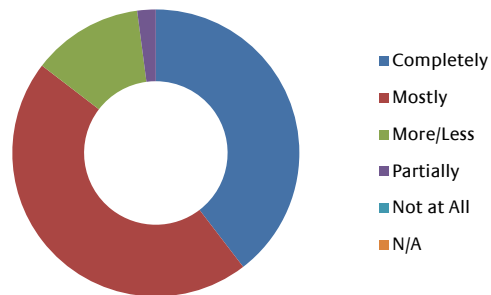
Extent to which you met learning objective

LEARNING OBJECTIVE II:

Restate ways to facilitate better teamwork and minimise conflict:



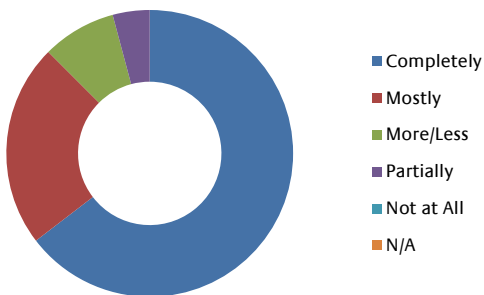
Have a clear understanding of learning objective Relevance of objective to your learning needs



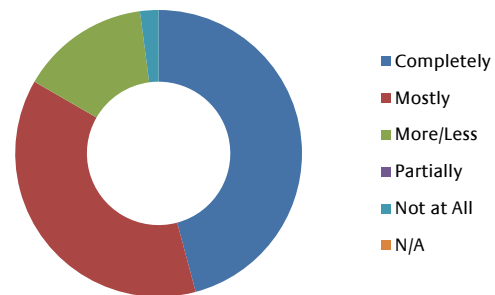
Extent to which you met learning objective

LEARNING OBJECTIVE III:

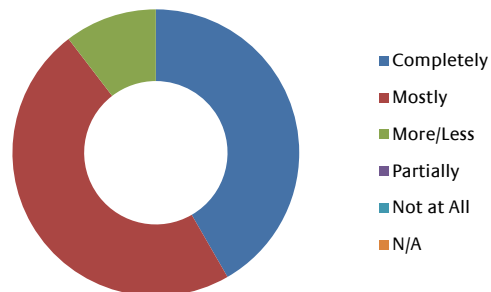
Describe the processes of team development:



Have a clear understanding of learning objective



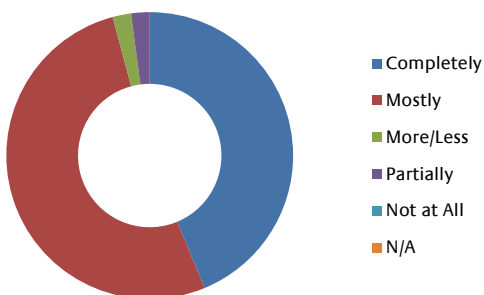
Relevance of objective to your learning needs



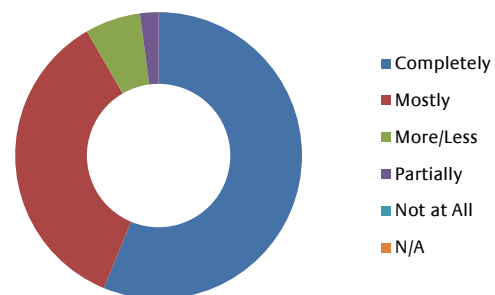
Extent to which you met learning objective

LEARNING OBJECTIVE IV:

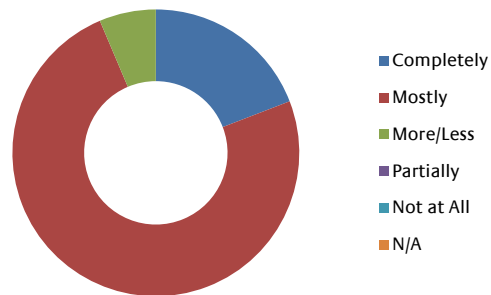
Report on the defining of project need, problem statements, project solution, and scope:



Have a clear understanding of learning objective



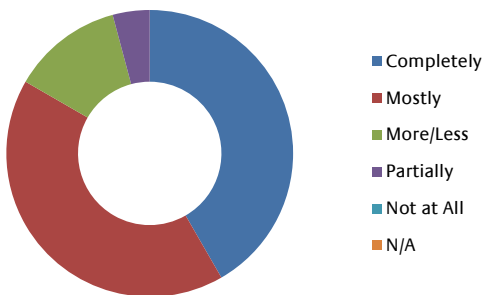
Relevance of objective to your learning needs



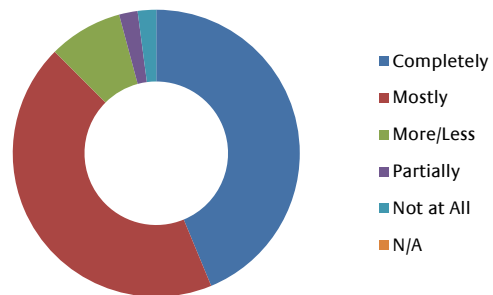
Extent to which you met learning objective

LEARNING OBJECTIVE V:

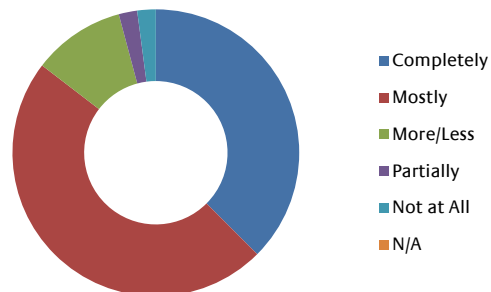
Recognise effective facilitation skills:



Have a clear understanding of learning objective



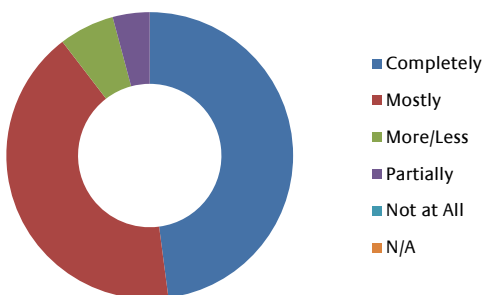
Relevance of objective to your learning needs



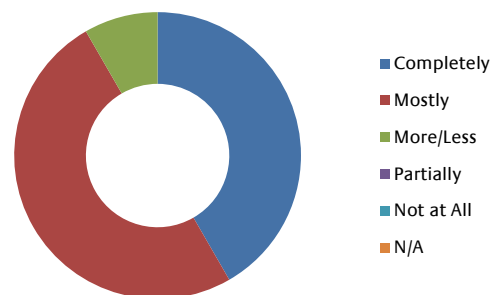
Extent to which you met learning objective

LEARNING OBJECTIVE VI:

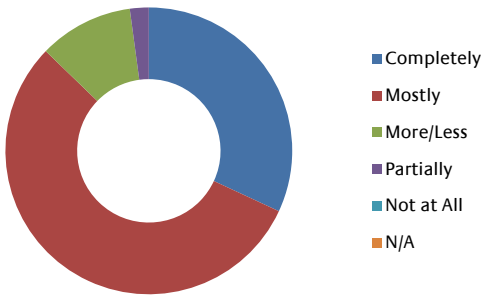
Outline key elements of project planning:



Have a clear understanding of learning objective

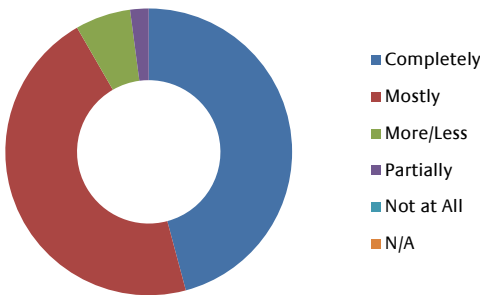


Relevance of objective to your learning needs

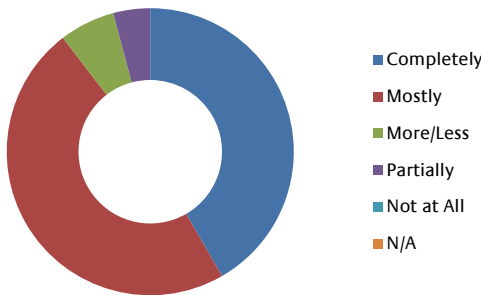


Extent to which you met learning objective

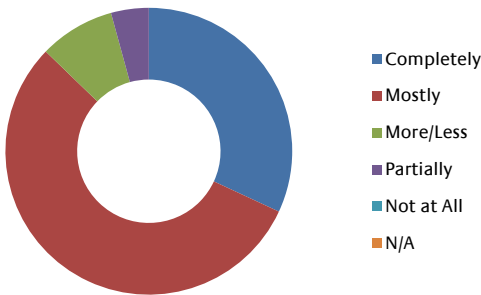
LEARNING OBJECTIVE VII:
Restate relevant proposal writing techniques:



Have a clear understanding of learning objective



Relevance of objective to your learning needs

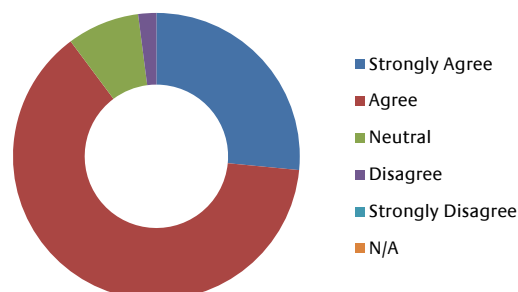
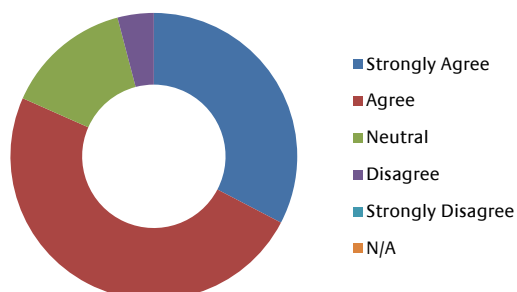


Extent to which you met learning objective

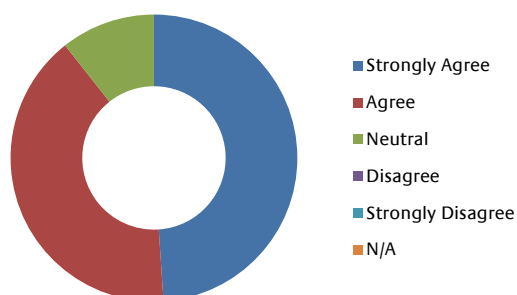


VALUE, RELEVANCE AND INTENT TO USE:

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).



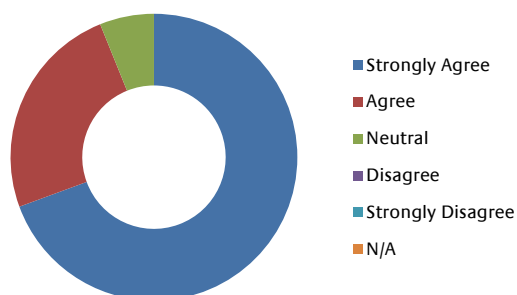
The information presented in this workshop was new to me The content of the workshop was relevant to my job



It is likely that I will use the information acquired

METHODOLOGY:

The methodology used in this workshop included lecture, study tours and practical exercises

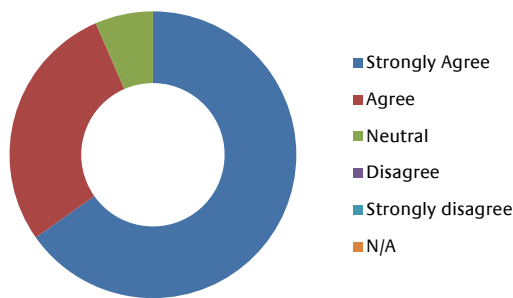


The event's methodology was useful given the learning objectives

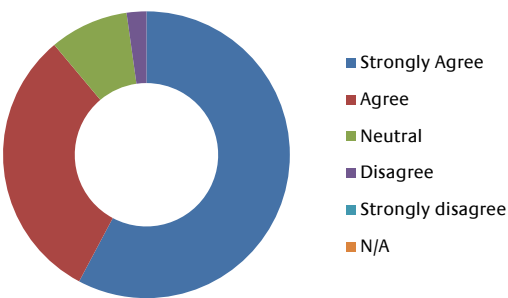


OVERALL SATISFACTION OF THE EVENT:

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):



Overall, the workshop was very useful

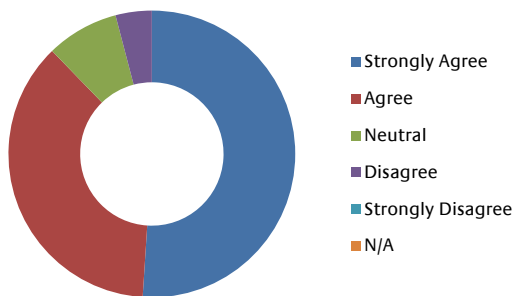


I will recommend this workshop to a colleague

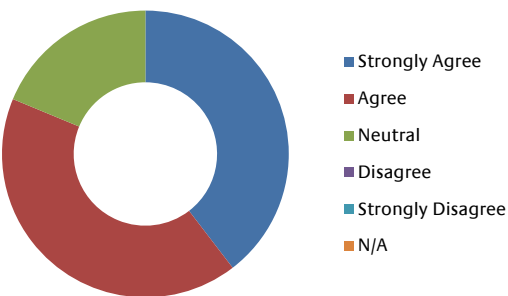


OVERALL SATISFACTION OF THE QUALITY OF FACILITATORS:

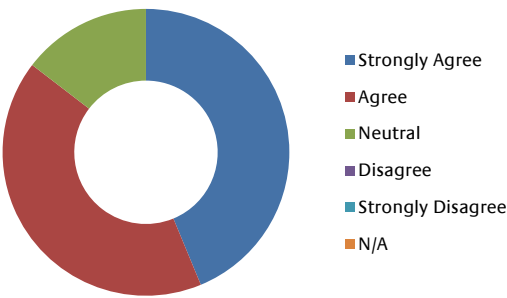
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1). The trainer(s)/facilitator(s) was (were) effective at:



Presenting information



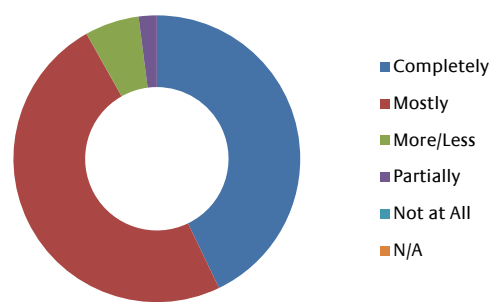
Responding to questions of participations



Stimulating participant involvement

APPLICABILITY OF AFTER ACTION REVIEW AND PACTIAL EXERCISES:

The assessment of learning included After-Action Reviews and Practical Exercises:



How useful was (were) the method(s) in helping you to achieve the learning objectives?

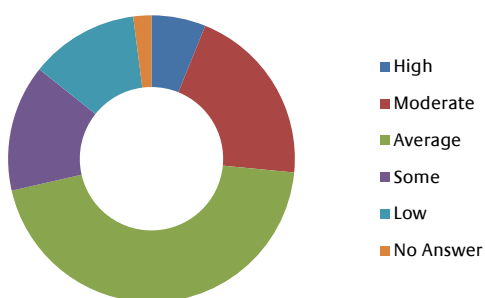


PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

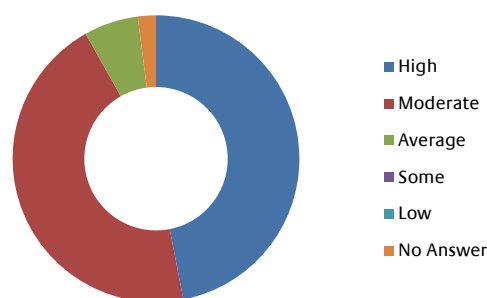
LEVEL OF KNOWLEDGE, SKILL, AND COMPETENCIES IN RELATION TO EACH LEARNING OBJECTIVE BEFORE AND AFTER THE TRAINING:

Please rate the following statements using the numerical scale from high (5) to low (1):

(I) Describe their personal behaviour patterns utilising the DiSC Format.



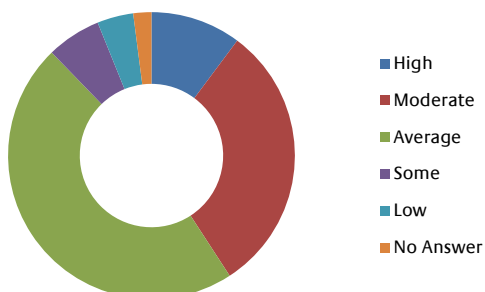
Rate your skill before the programme



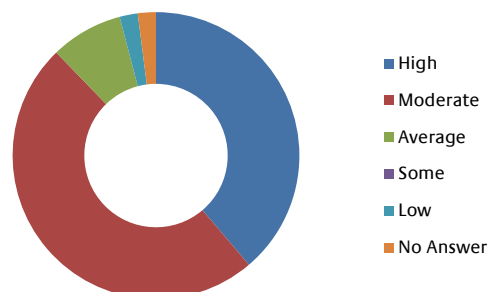
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(II) Restate ways to facilitate better teamwork and minimise conflict.



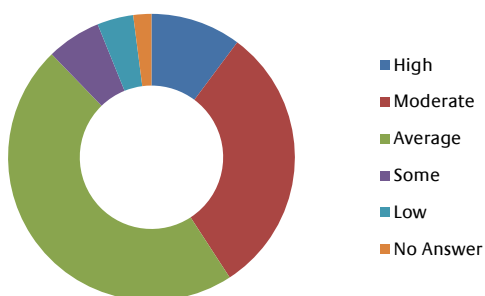
Rate your skill before the programme



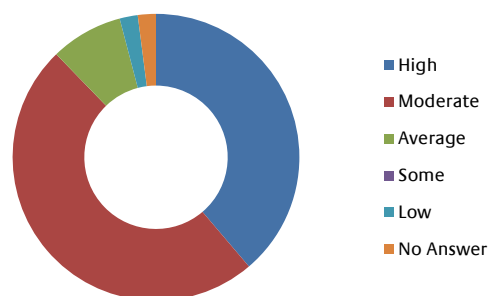
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(III) Describe the processes of team development.



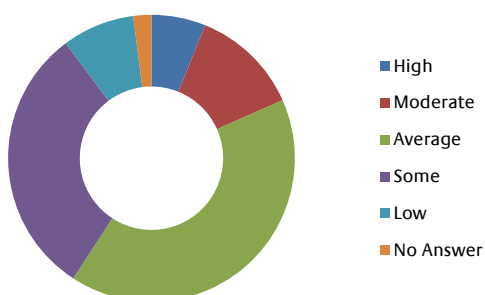
Rate your skill before the programme



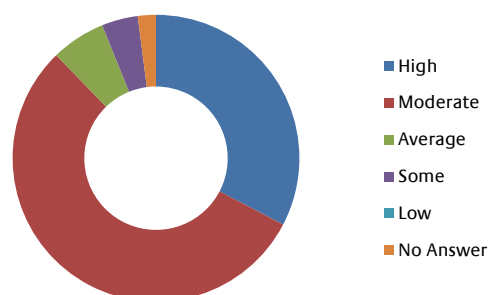
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(IV) Report on the defining of project need, problem statements, project solution, and scope.



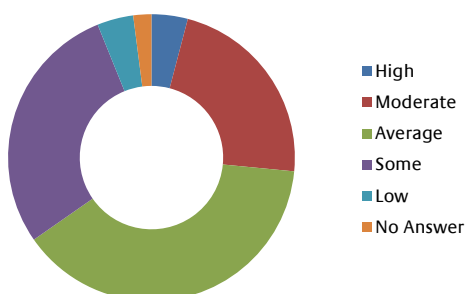
Rate your skill before the programme



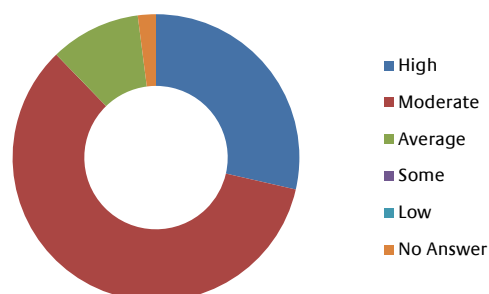
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(V) Recognise effective facilitation skills.

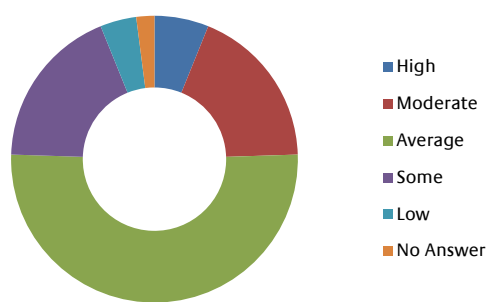


Rate your skill before the programme

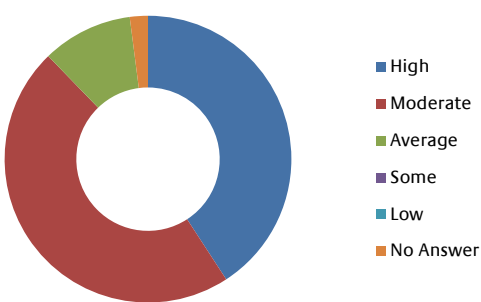


Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(VI) Outline key elements of project planning.

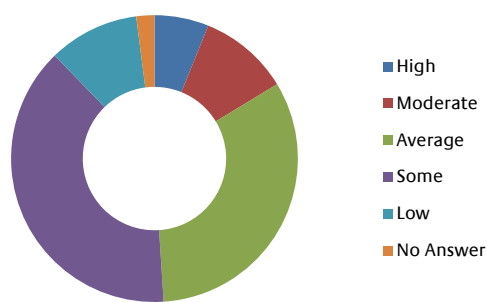


Rate you skill before the programme

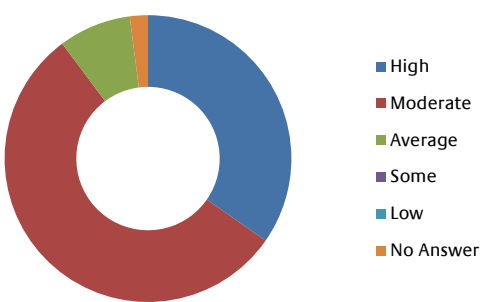


Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(VII) Restate relevant proposal writing techniques.



Rate you skill before the programme



Rate your skill after the programme



Workshop Three

9 – 10 DECEMBER 2014 | KABUL, AFGHANISTAN

Due to delays stemming from the prolonged national election process in Afghanistan in 2014, it was decided to hold a workshop, in Kabul, so as to maintain momentum, and progress. This Workshop was undertaken at the Ministry of Finance in Kabul, between 9 and 10 December 2014.



MODULE ONE: Budgeting and Cost Analysis for Projects

These sessions aim to equip participants with basic knowledge of project planning, and budgeting with cost-analysis involved in order to prepare solid financial plan for projects within organizations and from external stakeholders. This skills-training offered at a real time when Fellows developing budget for their team projects.

MODULE TWO: Managing Conflict in the Workplace

These sessions aim to equip participants with basic knowledge of conflicts at workplace, and how to manage potential conflicts both within their team work as well as workplace. Potential conflict offers both risks and opportunities for leaders and should be treated as such.

Objectives

By the end of the Workshop, participants were to be able to:

- Describe the differences between cost estimation vs. pricing;
- Restate the development process of project budgets;
- Describe the importance of the implementation of cost controls;
- Recognise key stages in implementation phase budgeting;
- Outline key elements of budget monitoring;
- Restate relevant project performance indicators;
- Explain the importance of anticipating, and planning for, conflict;
- Describe three approaches to conflict resolution;
- Recall outlined phases of mediation.

Description

OUTLINE:

The workshop began with an online presentation by Gul Afghan-Saleh, a Mentor in the Fellowship. Utilising his keen understanding of, and years of experience in developing and delivering projects in Afghanistan, Mr Saleh outlined the following areas of Budgeting and Cost Analysis:

- Project Cost Estimation;
- Project Cost Budgeting;
- Implementation Phase Activities;
- Measuring Performance using Earned Value Management (EVM);
- Project Finance;
- Benefit Measurement Methods;
- Cost Benefit Analysis.

The presentation, and related practical exercises, were continuously related back to Fellows projects, so that Fellows could connect real-world experience with the theories being covered. Crucially, the processes and models being presented during the session were “life-of-project” models, which rely on effective planning, monitoring, and evaluation through the full term of the project being discussed. This was particularly important when discussing the correct measurement, and reporting methods, with particular regard to the context in Afghanistan, as it moves from being dominated by international donor agencies, to a more indigenous funding structure.

This was followed by UNITAR Staff member Dr. Shamsul Hadi Shams delivering a presentation on

Managing Conflict in the Workplace. The presentation stressed the fact that as conflict is a normal occurrence when dealing with project development and implementation, it must not only be expected and planned for, but also, channelled for positive results. Dr Shams, utilising practical exercises and working teams, then examined the following elements of conflict management:

- Conflict Analysis;
- The ABC Conflict Triangle;
- Cultural Aspects of Conflict;
- Individualistic Aspects of Conflict;
- Generational Aspects of Conflict;
- Styles of Conflict Management;
 - Competition
 - Accommodation
 - Avoidance
 - Compromise
 - Cooperation
- Conflict Resolution;
- Potential Bottlenecks;
- Mediation Skills.



Workshop Four

8 – 14 FEBRUARY 2015 | HIROSHIMA, JAPAN

Workshop FOUR, attended by 59 Fellows, 8 Coaches, 3 Mentors, and 2 Resource Persons, totalling 73 participants, took place in Hiroshima, Japan, between 8 and 14 February 2015. The workshop allowed Fellows to gain an in-depth understanding of Project Implementation, and Social Capital.



MODULE ONE: Leading Project Implementation

This module focused on equipping participants with knowledge regarding the project implementation process; how a project “fits” within the implementing organizational structure and vision; and skills to secure sponsorship for the implementation of the project. It is further designed to help participants grow as leaders, examining where Fellows can focus their energies to develop an effective team with the potential to implement projects with larger impact. Toward this end, participants learn skills on how to utilise learning gained through the Fellowship to create better systems within their own organizations and departments inside Afghanistan.

MODULE TWO: Civil Society and Social Capital

This module aimed to equip participants with the concept of social capital, incorporating also critical thinking, “followship”, as well as the concepts of trust and fear, utilising creative exercises and discussion sessions.

MODULE THREE: Introduction to Social Entrepreneurship

This module sought to enhance participants’ knowledge regarding utilising social business leadership skills to solve social issues, such as poverty, environmental degradation, lack of sanitation, and access to education, through innovative and creative ideas, to help create jobs and promote rebuilding their own communities and regions within Afghanistan. Participants were encouraged to play an active role in creating a climate for success for social businesses in Afghanistan as a response to the disparity and lack of jobs that exist so as to reduce helplessness, and ultimately reduce violence.

Objectives

The objectives of the workshop developed based on the above mentioned modules were:

- Describe the importance of “selling” a project;
- Explain the process behind assessing the “fit” of a project within an implementing organization;
- Discuss key elements of implementation team selection and management;
- Review strategies for ongoing communication;
- Discuss key elements of a social business;
- Outline the concepts behind Social Capital.

METHODOLOGY

INTERACTIVE LECTURES

Presentations were made by Resource Persons examining the themes of the workshop from a broad theoretical perspective down to case studies examining real-world implementation. These presentations were augmented by practical exercises and frequent discussion from the floor, which served to contextualise the issues being examined.

AFTER-ACTION REVIEWS

Representing a key component of the workshop, and implemented by the Coaches, the after-action review took place at the start of each morning session, reviewing the major points learned in the previous day of training, as well as the specific frames of reference as applied to these by participants.

Description

OUTLINE:

The Workshop began with comments from Mr Berin McKenzie, Specialist at the UNITAR Hiroshima Office, who began by thanking all of the Mentors who could not be present for the Workshop for the selfless sharing of their time and expertise, and their devotion to the Fellowship, as well as congratulating the Fellows for their journey so far. Special mention was made of the Hiroshima Prefectural Government, which supports the UNITAR Hiroshima Office, as well as the Fellowship, and the Hiroshima Municipal Government, which also subsidises a portion of the Fellowship.

In order to contextualise the story of Hiroshima since the atomic bombing of August 6, 1945, as well as to highlight the collaboration between UNITAR and the Prefectural Government of Hiroshima in developing the programme, Mr McKenzie then presented an in-depth outline of Japanese culture. Topics covered included:

- Japanese Statistics;
- Japanese History;
- The Japanese Language;
- Religion in Japan;
- Japanese Society.

The impact of certain societal norms in Japan on the development of modern Japan as well as issues facing Japan today were covered. Fellows were then given time to finalise their team presentations, with the input of the gathered Resource Persons, Mentors, ARPs, Coaches, and UNITAR Staff.

Teams were then invited to present the projects they have been developing and improving since Workshop Two in Abu Dhabi. Teams were given six minutes to present their projects, which was followed up by five minutes of comments and recommendations from the panel of Resource Persons, Mentors, ARPs, and UNITAR staff.

The positive aspects of the presentations and projects as outlined by the panel included:

- Coordination and mutual support between team members;
- Good choices in terms of project selection;
- Relevance of the projects to the context of Afghanistan;
- By and large, good presentation styles and self-confidence;
- Some teams used the allocated time efficiently;
- A systematic approach to topics.

Some of the recommendations made by the panel included:

- Ensuring better time management;

1.1 STUDY VISIT HIROSHIMA PEACE MEMORIAL MUSEUM

A visit was made to the World Heritage Atomic Bomb (*Genbaku*) Dome and the Hiroshima Peace Memorial Park and Museum. The visit to the museum forms an important part of the visit to Hiroshima in that it outlines the significance of this eternal city.

The story not only of the bombing of Hiroshima, but also of its transformation and development since 1945 consistently ranks as one of the key elements by the Fellows in their evaluation of the Hiroshima Workshop.

The highlight of the Museum visit was an audience with a *Hibakusha*, or Atomic-bomb survivor, who shared the story of her experience on August 6 1945, as well as the story of the reconstruction of Hiroshima, from a personal perspective.

This visitation was arranged through the kind cooperation of the Municipal Government of Hiroshima, and UNITAR thanks them for their engagement with the Fellowship programme, and the vision they share for the future of Afghanistan.

Following the visit to the Museum, a tour of the Peace memorial park was conducted, examining the ways in which the citizens of Hiroshima and Japan have memorialised tragedy and transmit this to subsequent generations.

- Sticking to the assignment format;
- Clarifying unclear wording;
- Revisiting the environmental analysis;
- Utilising logical framework models;
- The incorporation of progress indicators and measurements;
- The need for greater stakeholder analysis;
- A greater focus on communication mechanisms;
- Strengthening the monitoring and evaluation components of the projects.

Following lunch, a visit was made to the World Heritage Atomic Bomb (*Genbaku*) Dome and the Hiroshima Peace Memorial Park and Museum. The visit to the museum forms an important part of the visit to Hiroshima in that it outlines the significance of this eternal city. The visit allows for an examination of the ways in which the citizens of Hiroshima, and Japan have memorialised tragedy and transmit this to subsequent generations.

The story not only of the bombing of Hiroshima, but also of its transformation and development since 1945 consistently ranks as one of the key elements by the Fellows in their evaluation of the Hiroshima Workshop. This visitation was arranged through the kind cooperation of the Municipal Government of Hiroshima, and UNITAR thanks them for their engagement with the Fellowship programme, and the vision they share for the future of Afghanistan.

Prior to a self-directed tour of the Hiroshima Peace Memorial Museum, an outline was delivered by Ms Kahori Wada, Curator of the Hiroshima Peace Memorial Museum, examining the lead-up to, and the context of the bombing of Hiroshima. The presentation also covered the reconstruction of the City, and the ensuing question and answer period allowed for some in-depth discussions regarding similarities and differences between the experiences of Hiroshima, and Afghanistan.

A welcome reception was then graciously hosted by the Prefectural Government of Hiroshima, with a speech delivered by the Chief of International Affairs for the Hiroshima Prefectural Government, Mr Takashi Murakami. Speeches were also delivered by the two UNITAR Youth Ambassadors, representatives of Hiroshima's young generation, who, having won a regional essay writing contest, are appointed for a term of one year. These young leaders are then invited to attend UNITAR events, to liaise with participants, and to deliver speeches on global issues from the perspective of a young person growing up in a city with the global significance of Hiroshima.

The next session began with an After Action Review, led by Coaches of the 2014 Cycle, examining what messages had been garnered from the experiences of the previous day. This was followed by a team exercise to allow Fellows to determine how their teams were acting as a team, and what implications this would have moving forward in the Fellowship. Each team was asked to develop and produce a "safety helmet" for use in Afghanistan and to be exported to the rest of the world. Teams were given 45 minutes to design and construct a prototype of a safety helmet to protect the heads of cyclists, motorcyclists, and even parachutists, with only very limited resources and without access to computers.

Each team was provided with a raw egg to simulate a human head, and around which the "helmet" was to be fitted. The "helmet" had to be produced with the available materials and the teams were asked to provide a detailed cost estimate. Before unveiling their product, each team was asked to give a two-minute presentation outlining the benefits of their product. The goal of the exercise was to develop the best product at the lowest cost that would prevent the "brains" from scrambling when the egg is dropped on the floor from a height of three metres. Three out of the ten teams managed to protect the egg, however, many of these had gone over budget. This was discussed, along with team roles and development stages, during the following After-Action Review period, led, once again, by Coaches.

Dr. Fors then moved on to elements of project implementation, particularly the project architecture that the Fellowship follows, namely:



The presentation then examined the following themes, and how they relate to project implementation:

- What is an Organisation?;
- Why do Organisations Exist?;
- What is Organisational Development?;
- Why is Organisational Development important?;
- Systematic Performance;
- Project Implementation;
 - Project Design – Now What?
 - Elements of Project Success
 - Constituents
 - The Project Implementation Process
- Selling the Importance of Project Implementation;
 - Elements of Pitching a Project
- Identifying Project “Fit” in an Organisation;
 - Vision and Strategy Fit
 - Structural Fit
 - Culture Fit
 - Process Fit
 - Performance Management Fit
- Securing Implementation Sponsorship;
- Leading a Project Implementation Team;
 - Team Selection and Management
- Communication;
- Measurement;
- Scaling Project Success.




The following session began with Professor Lorne Jaques, of the University of Calgary, another key architect of the Fellowship programme, and sought to expose Fellows to the potential of the Fellowship outside of the projects on which they are working. The module examined:

- Critical Thinking;
- “Followship”;
- Self-efficacy;
- Development through Projects;
- Social Capital and Civil Society;
- Agency and Stakeholders;
- Re-thinking Project Planning.

TEAM PRESENTATIONS

All Fellows

The final day of the workshop saw Fellows provide team presentations again, but on updated project proposals incorporating feedback and information gained since Day 1 of the Workshop. In this session, the Resource Persons, Mentors, and UNITAR Staff adopted the role of a panel of potential donors to the project proposals. Following eight minutes of presentation per team, each member of the panel raised a coloured indicator to reflect their review:

-  Green: Fully support the project as presented in the proposal
-  Yellow: Conditionally support the project, but would require further information
-  Red: Proposal needs further development

The results of the team presentations were as follows:

TEAM ONE:

- Creating a comprehensive capacity building strategy for the Ministry of Public Works

TEAM TWO:

- Training for Ministry of Finance staff on the digitized tax collection system

TEAM THREE:

- Enhance provincial support officers' capacity in internal operational procedures of the AREDP (Afghanistan Rural Enterprise Development Program)

TEAM FOUR:

- Development of a web-based Scholarship Management Information System (SMIS) for the Ministry of Higher Education

TEAM FIVE:

- Empowering four civil society organizations working to promote women's rights in Afghanistan

TEAM SIX:

- Reduce payment request-rejection rate in the special disbursement unit of the Treasury Department, Ministry of Finance

TEAM SEVEN:

- Developing a public outreach communication strategy for the media department of the Ministry of Public Works

TEAM EIGHT:

- Sustainable management capacity building programme for Human Resources staff

TEAM NINE:

- Advanced procurement training for the procurement policy unit of the Ministry of Finance

TEAM TEN:

- Establishment of a centralized information and guidance unit at the Ministry of Finance

This was followed by comments and feedback, which focused on the definition of scope of the projects as well as the implementation planning processes undertaken by the teams. Overall the panel agreed that the standard and focus of the presentations was one of the strongest on record.

Graduation Ceremony

With the successful completion of the Workshop IV, a graduation ceremony was held in Hiroshima. A number of guests from UNITAR Hiroshima Office supporting institutions were invited to observe the celebration of the day and offer their remarks.

Ms. Mihoko Kumamoto, Head, UNITAR Hiroshima Office, opened the graduation ceremony with her remarks, congratulating Fellows on their achievement of successfully completing the UNITAR Fellowship for Afghanistan. Ms. Kumamoto pointed out the importance of timing to continue develop the capacities of young Afghan leaders both women and men as Afghanistan transitioning toward self-reliance and self-rule in the years ahead. She expressed her strong belief that Fellows,

1.2

MAYORAL AND GUBERNATORIAL
COURTESY VISITS

During the workshop, visits by selected Fellows, Coaches, ARPs, and Mentors were made to the political leadership of Hiroshima Prefecture and Hiroshima City.

With the UNITAR Hiroshima Office having been established at the invitation of the Prefectural Government, and continuing to be partially sponsored by the taxpayers of the region, engaging with the Governor and outlining UNITAR's work stands as an important part of the Office calendar.

Similarly, with the Fellowship also receiving financial support from the Hiroshima Municipal Government, the engagement of participants with the Mayor of Hiroshima allowed for the participants themselves to thank the people of Hiroshima for their support and vision.

upon return to their beloved country will assume the role of becoming true servant leaders to serve the Afghan people, and become agents of change in their respective organizations and ministries.

Dr. Michael Fors joined Ms. Kumamoto to offer certificates of completion to the Fellows as well as Coaches for their role to work with Fellow on daily basis. The graduation ceremony was ended with Fellows along with their Coaches and ARPs performing an Afghan Cultural Show, entertaining participants by offering a unique Afghan soup of dry fruits, called “haft miwa”, dried nuts, and an Afghan dance show.

Conclusions

EVALUATION DATA

The responses received from the Fellows were overwhelmingly positive, as outlined below. For example, 94% of respondents agreed or strongly agreed that it is likely that they “will use the information acquired”, with 87% indicating that the content of the Workshop was relevant to their job. From a total of 33% of participants who felt that they possessed a high to moderate “*understanding of the key elements of implementation team selection and team management*” before the workshop, 92% of respondents felt that they had gained a high understanding of such in the interim. Similarly, with regard to “*understanding of the process behind assessing the “fit” of a project within an implementing organization*”, those indicating that they had a high to moderate understanding grew from 47% of total respondents to 85% by the end of the workshop.

With regard to the methodology utilised in the workshop, including interactive lectures, after-action reviews, and practical exercises, 100% of respondents indicated that they “strongly agree” or “agree” that it was useful. Similarly, the trainers/facilitators of the workshop were seen as effective at presenting information by 100% of respondents.

The UNITAR Hiroshima Office thanks all of those involved in the 2014 Cycle of the Fellowship for Afghanistan Programme, and looks forward to incorporating responses and lessons learned into the instructional design phase of the 2015 Cycle.

2014: EVALUATION

The evaluation method employed for Workshop IV was a two-level evaluation questionnaire: A Participant Self-Assessment questionnaire, which allowed participants to evaluate their individual (pre-existing) knowledge, skills and competencies on the subject matter, so as to create awareness about participant learning needs and help enhance their learning levels. The Participant Feedback Questionnaire captured individual reactions to the overall quality of the programme and allows for their feedback to be heard and incorporated in future iterations of the programme. Both questionnaires were made available to all participants from the beginning of the session and cover individual learning needs as well as the application process, pre-session build-up, and the session itself.

The overall purpose of the evaluation is: to analyse the relevance and direction of the overall content of the programme while also quantifying the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be incorporated when planning for next programme.

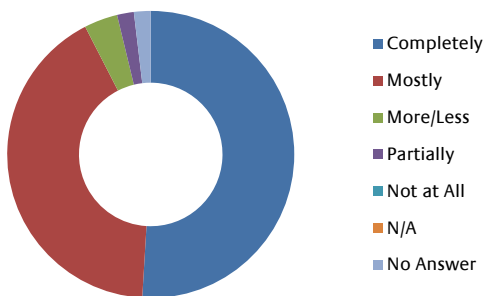
The participant feedback evaluation questionnaire examined the following areas in detail:

- Pre-Event Information
- Learning Objectives
- Value, Relevance, and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitators
- Applicability of After-Action Review and Practical Exercises
- Overall Satisfaction of the Event

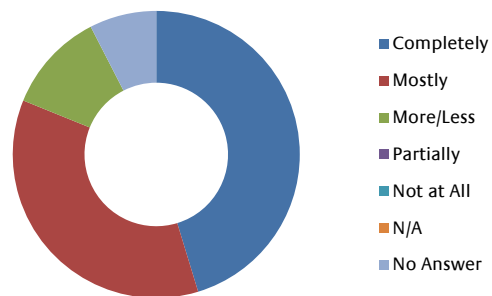
MAJOR FINDINGS AND RECOMMENDATIONS

PRE-EVENT INFORMATION

Please rate the degree to which information circulated prior to the workshop was:



Useful (in terms of making an informed decision)



Accurate (in terms of matching what took place)

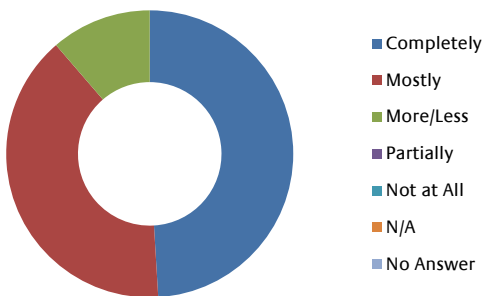


LEARNING OBJECTIVES

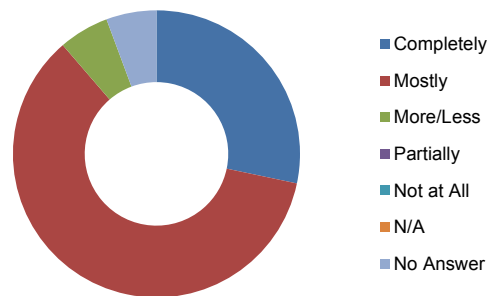
A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants' reaction to the questions.

LEARNING OBJECTIVE I:

Describe the importance of "selling" a project:



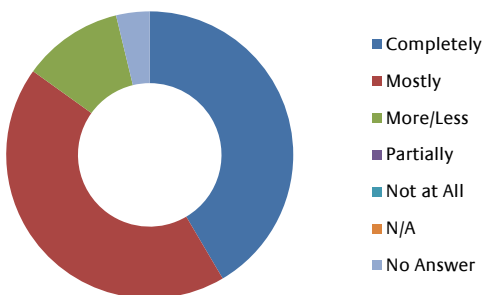
Relevance of objective to your learning needs



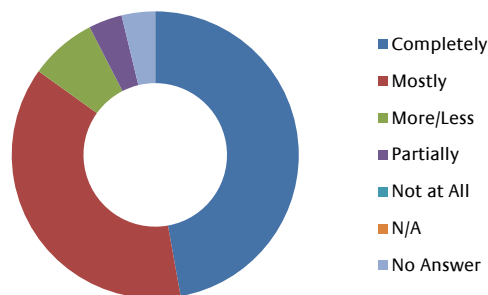
Extent to which you met learning objective

LEARNING OBJECTIVE II:

Explain the process behind assessing the "fit" of a project within an implementing organization:



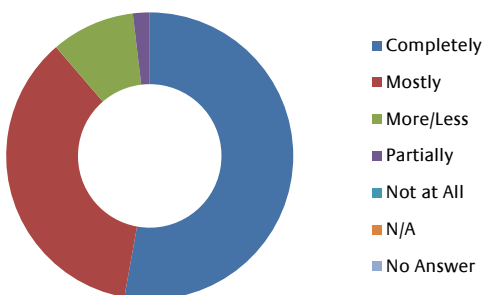
Relevance of objective to your learning needs



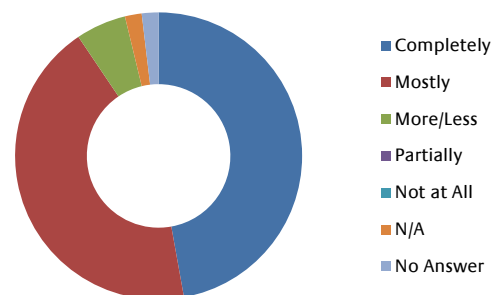
Extent to which you met learning objective

LEARNING OBJECTIVE III:

Discuss key elements of implementation team selection and management:

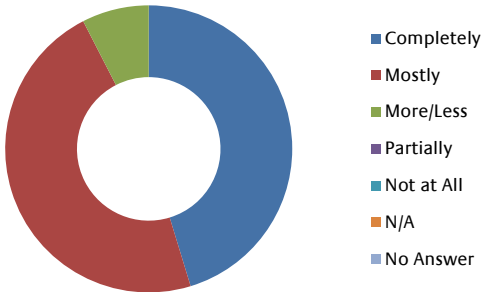


Relevance of objective to your learning needs

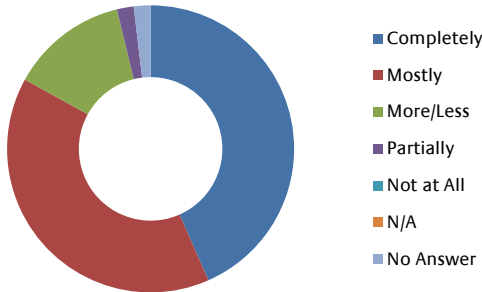


Extent to which you met learning objective

LEARNING OBJECTIVE IV:
Review strategies for ongoing communication:

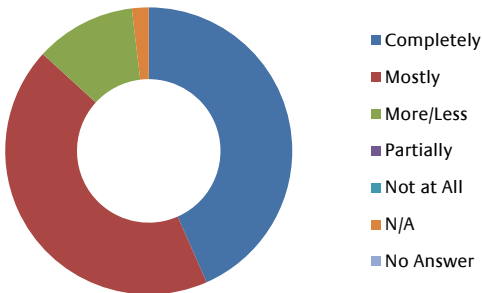


Relevance of objective to your learning needs

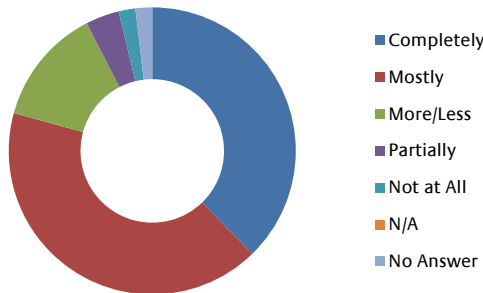


Extent to which you met learning objective

LEARNING OBJECTIVE V:
Discuss key elements of a social business:

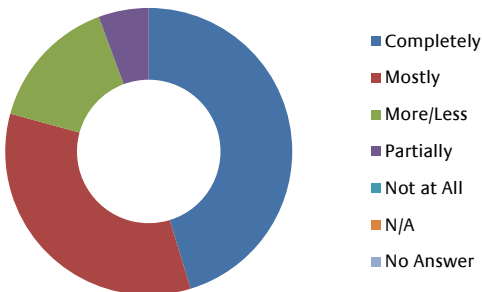


Relevance of objective to your learning needs

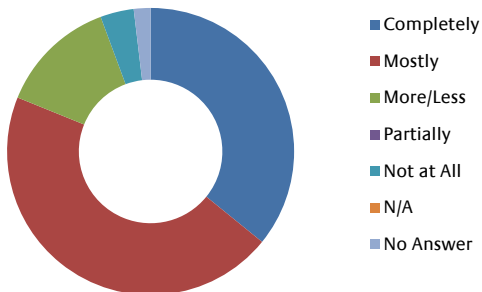


Extent to which you met learning objective

LEARNING OBJECTIVE VI:
Outline Social Capital:



Relevance of objective to your learning needs

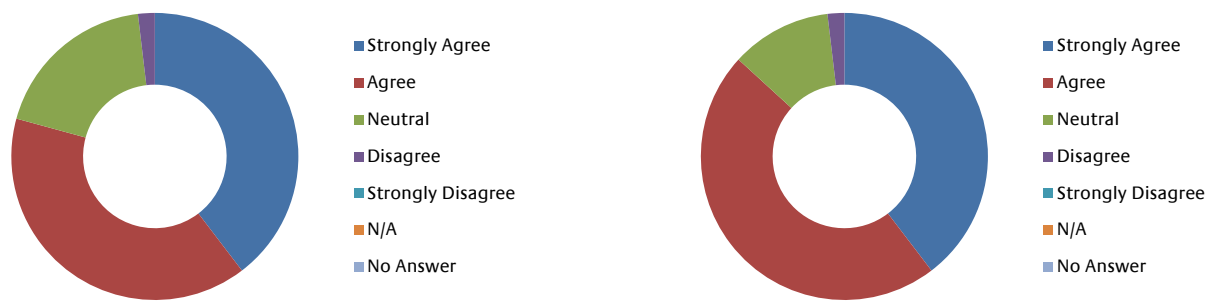


Extent to which you met learning objective

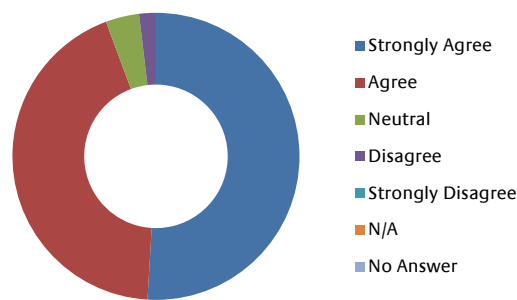


VALUE, RELEVANCE AND INTENT TO USE:

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).



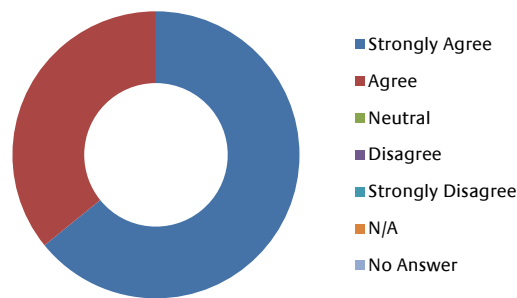
The information presented in this workshop was new to me The content of the workshop was relevant to my job



It is likely that I will use the information acquired

METHODOLOGY:

The methodology used in this workshop included lecture, study tours and practical exercises

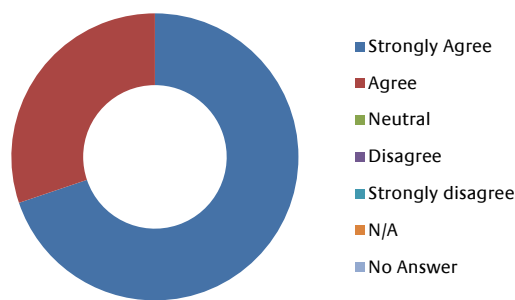


The event’s methodology was useful given the learning objectives

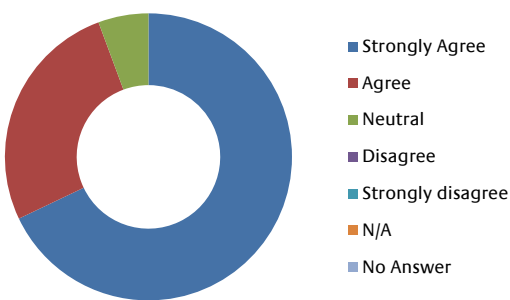


OVERALL SATISFACTION OF THE EVENT:

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):



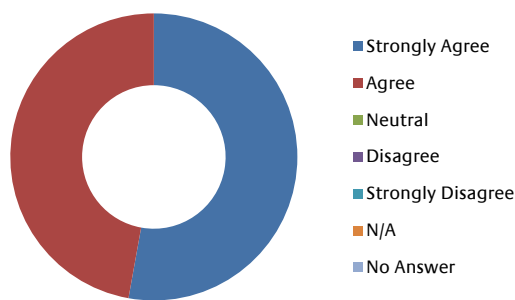
Overall, the workshop was very useful



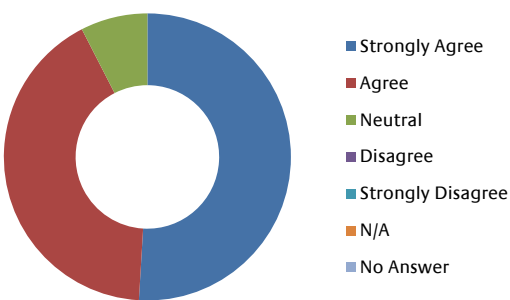
I will recommend this workshop to a colleague

OVERALL SATISFACTION OF THE QUALITY OF FACILITATORS:

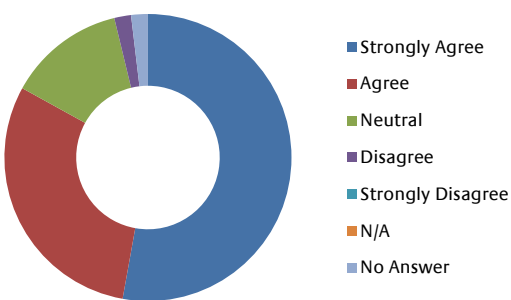
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1). The trainer(s)/facilitator(s) was (were) effective at:



Presenting information



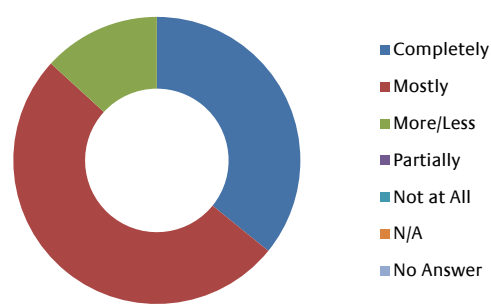
Responding to questions of participations



Stimulating participant involvement

APPLICABILITY OF AFTER ACTION REVIEW AND PACTIAL EXERCISES:

The assessment of learning included After-Action Reviews and Practical Exercises:



How useful was (were) the method(s) in helping you to achieve the learning objectives?

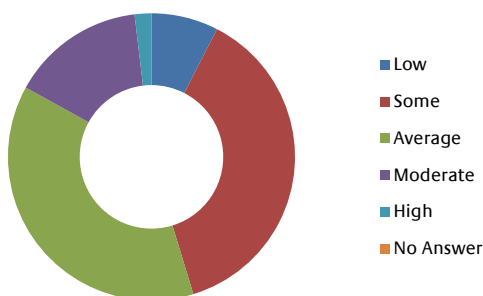


PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

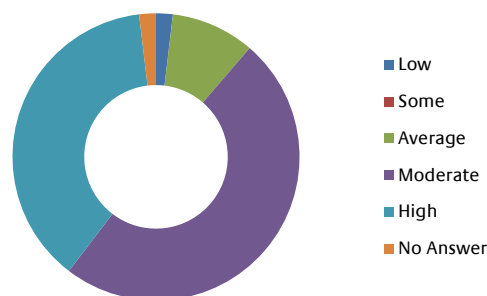
LEVEL OF KNOWLEDGE, SKILL, AND COMPETENCIES IN RELATION TO EACH LEARNING OBJECTIVE BEFORE AND AFTER THE TRAINING:

Please rate the following statements using the numerical scale from high (5) to low (1):

(I) Describe the importance of "selling" a project.



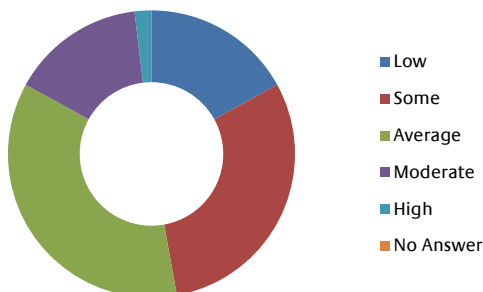
Rate your skill before the programme



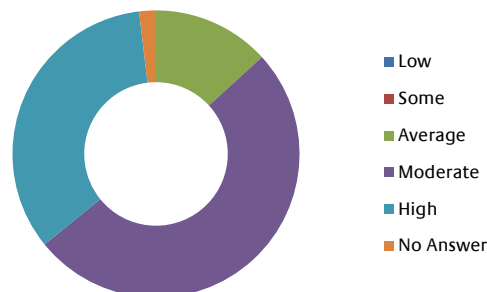
Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

(II) Explain the process behind assessing the "fit" of a project within an implementing organization.



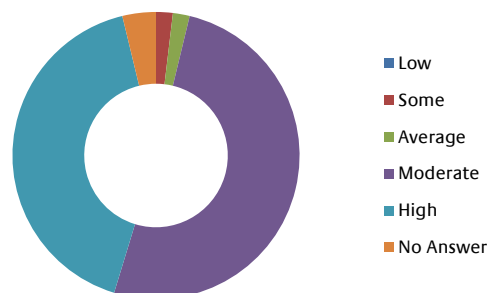
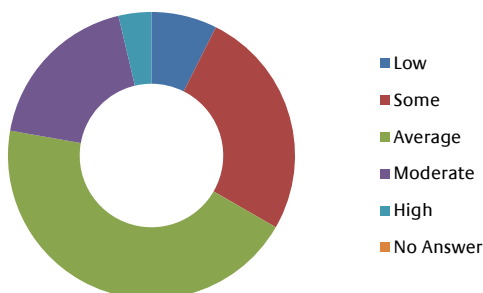
Rate your skill before the programme



Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):

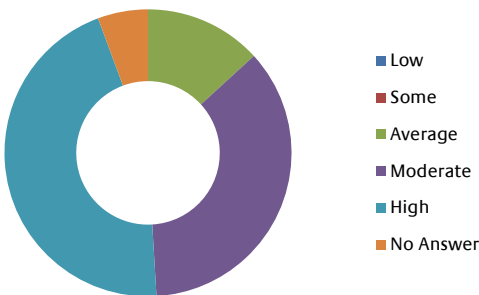
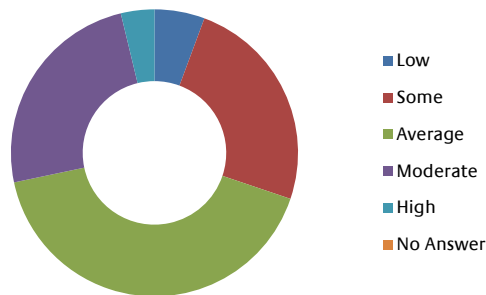
(III) Discuss key elements of implementation team selection and management.



Rate you skill before the programme

Rate your skill after the programme

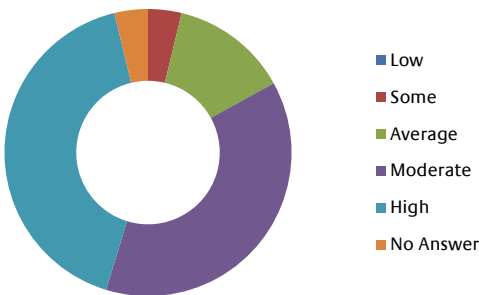
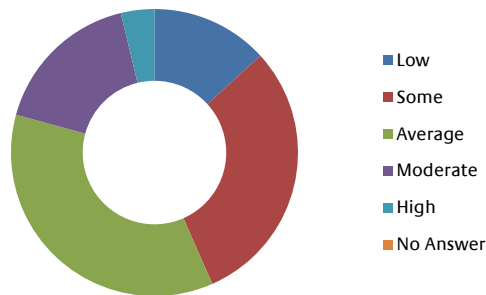
Please rate the following statements using the numerical scale from high (5) to low (1):
(IV) Review strategies for ongoing communication.



Rate you skill before the programme

Rate your skill after the programme

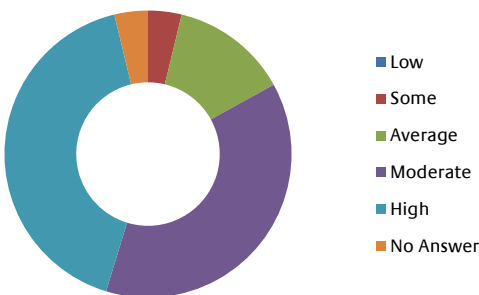
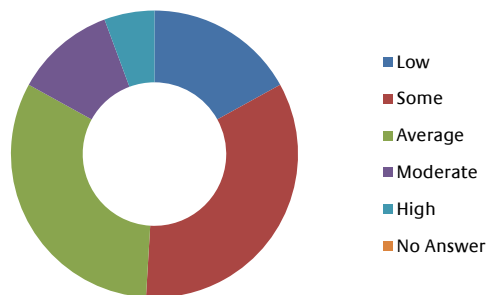
Please rate the following statements using the numerical scale from high (5) to low (1):
(V) Discuss key elements of a social business.



Rate you skill before the programme

Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(VI) Outline Social Capital.



Rate you skill before the programme

Rate your skill after the programme





United Nations Institute for Training and Research



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Annex One

Participant List

FELLOW PROFILES

Listed in alphabetical order by surname

Group 1



Sohilla HOFYANI

Sohaila Hofyani currently works as Head of Gender Unit with the Ministry of Higher Education. She has a Bachelor's Degree in Political Science from Azad University, Iran. She served Afghan women in different capacities over the years. Before her appointment with MoHE, she worked on women and children rights issues as the Executive Assistant for the Women and Children's Legal and Research Foundation in Afghanistan.



Attiqullah LUDIN



Attiqullah Ludin completed a Bachelor Degree in Education from the Islamic University of Afghanistan in Peshawar, Pakistan. He has 14 years of experience in educational leadership, human resources management and resources utilization. Mr. Ludin has been with the Aga Khan Foundation since 2003, where he has held numerous positions including Regional Education Program Officer, Regional Education Program Manager, Education Program Coordinator, and Deputy Director of Education which is his current position.



Mohammad Sharif RASIKH



Mohammad Sharif Rasikh obtained a Bachelor of Science in 2010 from Kabul Polytechnic University. He currently works as HR Director at the Ministry of Public Works, where he previously served as Senior Survey and Road Designing Engineer, Technical Advisor, and Project Director. Prior to his employment with the Ministry of Public Works, Mr. Rasikh worked as a Survey Manager, Engineer Assistant and IT Assistant.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 2



Sahar EHSAN

Sahar Ehsan completed a Bachelor of Science in Mathematics from the American University of Afghanistan in 2012 and is currently attending for a Master's of Business Administration at the same University. She previously worked at the Ministry of Urban Development Affairs as Directorate of Budget Planning and Implementation in the Department of Human Resources. Sahar is currently working as Data Integrity Officer at the Ministry of Finance.



Fazel HADI

Fazel Hadi received a bachelor's degree in Macro-Economics in 2009 from Kabul University. He is a Certified Financial Consultant, certified by the Institute of Financial Consultants of Canada. Currently, he is pursuing a Master in Business Administration from the American University of Afghanistan. Mr. Hadi currently works as Senior Audit Specialist at the Ministry of Finance since 2012. His past work experience includes Deputy Chief Internal Auditor at Azizi Bank between 2010 - 2012.



Abdullah MOHAMMADI

Abdullah Mohammadi studied a Master's Degree in Criminal law and Criminology (LLM) at Al- Mostafa international university and a Bachelor of Law and Political science (LLB) from Khatam-al-Nabeen University in Kabul. He has 8 years of experience in different Governmental departments of Afghanistan. He currently works as Head of Legal Procurement and Policy in Procurement Policy Directorate (PPU) at the Ministry of Finance. He previously worked as Manager of Foreign Relations for 3 years at the Ministry of Justice, and was HR Officer in Ministry of Education for 2 years.



Murtaza NOORI

Murtaza Noori completed an Executive Masters in Business Administration in 2013 at the Indian School of Business Management in India and a Bachelor Degree in Business Administration from Peshawar University in 2008. Mr. Noori has about 10 years of experience in administration, finance, procurement and HR for community based development projects. He currently works as Senior Admin and Finance Manager at the Afghanistan Rural Access Project (ARAP). His working experience includes Admin-HR and Finance Coordinator for the UNOPS National Emergency Rural Access Project (NERAP).



Mohammad RASOUL

Mohammad Rasoul currently works as a Regional Deputy Finance Manager with the Aga Khan Foundation (AKF), Pulikumry, since 2009. Prior to that, he held several finance officer positions with AKF. He completed a Bachelor of Business Administration from the Internal Institute of Management and Technical Studies, India in 2011 as well as a Diploma in Business Administration from the Farhang Institute of Higher Education Baghlan Pulikhumry in 2011.



Ajmal SAKHIZADA

Ajmal Shakhizada graduated in 2003 from the faculty of Economics, Department of Planning, Nangarhar University. Mr. Shakhizada currently employed as procurement Analyst in the Contract Management Office at the Ministry of Finance. His previous work experience includes Operation budget procurement Officer in (CMO), at the Ministry of Finance and Officer of Internal Audit in Monitoring presidency, Ministry of Finance.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 3



Hikmatullah AMIRI

Hikmatullah Amiri is currently studying a Bachelor Degree in Business Administration at Mashal University. He previously attended Karwan Institute of Higher Education for a Diploma in Business Administration. Mr. Amiri currently works as Admin/Finance Associate at United Nations Office for Project Services (UNOPS). His working experience includes Admin/Finance Assistant at UNOPS, Acting Provincial Administrator at Badakhshan, and Project Accountant at Afghan aid in Badakhshan.



Niaz Ahmad ARIOOB

Niaz Ahmad Arioob completed a Bachelor of Arts in English Literature from Payam-e-Noor University Kabul in 2014. Mr. Arioob currently works as Webmaster at the Media office of Ministry of Finance where he has worked since 2010. Prior to his current position, he worked as Translator and Editor at the Minister's Office, Ministry of Finance (2007-2009).



Habibullah AZMAT

Habibullah Azmat completed a Bachelor of Business Administration in 2012 from Balochistan University of Information Technology and Management Sciences. Mr. Azmat currently works as Human Resources Officer Organization, Procurement Policy Unit (PPU), Ministry of Finance. Prior to his current position, he worked as Human Resource Officer at GTR Grand Technology Resources (2013-2014) and Social-Mobilization, Advocacy, Research & Training-SMART (2010-2013).



Mujtaba HABIB

Mujtaba Habib completed a Bachelor of Computer Science at Bakhter University Kabul and a Diploma in information Technology (DIT) at Rotary International Peshawar. Currently, Mr. Habib works at Network Administrator for SIGTAS (Standard Integrated Government Tax Administration System) at the Revenue Department, Ministry of Finance. Prior to his current position, Mr. Habib worked as an Instructor at Ekhlas Institute for Higher Education and taught a number of computer science courses.



Ahmad Shah NAQSHBANDI

Ahmad Shah Naqshbandi holds a Bachelor in Business Administration with a specialization in Management. Currently, he works as the Deputy Director of Operation at the Ministry of Rural Rehabilitation and Development, Enterprise Development Program (AREDP). His responsibilities include leading and managing four major units of the program which includes Finance and Budget, Procurement, Administration and Human Resource departments. Mr. Naqshbandi has 7 years of experience working with governmental and non-governmental organizations in program operation and management.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 4



Ahmad Reshad Tayeb AHMADI

Ahmad Reshad Tayeb Ahmadi completed a Bachelor of Arts in the faculty of Literature at Kabul University in 2013. Mr. Ahmadi also holds a Diploma of Information Technology from Thunder Information Technology Institute. Currently, he works as Logistic Senior Officer in the Scholarship Department at the Ministry of Higher Education. Prior to that, he worked from 2009-2012 as a Finance officer at the Finance and Administration Department, Ministry of Borders and Tribal Affairs.



Atal Khan GARDIWAL

Atal Khan Ghardiwal received studied Statistics at Calicut University. Mr. Gardiwal is currently working for the Ministry of Finance in the Customs and Revenue Department as Customs Valuation Officer. Prior to that, Mr. Gardiwal was employed by UNOPS under the supervision of WCO (World Customs Organization).



Ghulam Reza MERZAIE

Ghulam Reza Merzaie completed his Bachelor of Journalism in 2011 from Herat University, Afghanistan. During his education he was a teacher in a private high school and free lance reporter at the Institute for War and Peace Reporting. Mr. Merzaie currently is the Head of media unit in Media and Communication Directorate at the Ministry of Finance, where he has worked since 2012.



Feraidoon RUSTAQI

Feraidoon Rustaqi graduated in 1997 from the engineering faculty at the Polytechnic Institute of Kabul. His work experience ranges from a surveyor with Focus Humanitarian Assistance at Europe Foundation and various positions at the Aga Khan Foundation where he has worked since 2002, including project and human resource management, and currently a position of Regional Administrative Manager.



Abdul Naweed YOUSUFI

Abdul Naweed Yousufi is currently an employee of (OAACOMS) where he has worked since 2013. His position is Secretary of Policy Deputy Office of Administrative Affairs. Mr. Yousufi completed a bachelor in philosophy and sociology from Kabul University, Afghanistan in 2012.



Mohammad Adil ZAHED

Mr. Zahed completed a Bachelor of Civil Engineering (BSc) at Nangarhar University in 2009. He is currently employed as National Contract Management Engineer at National Rural Access Program (NRAP) at the Ministry of Public Works. He has experience with the United Nations, government authorities, private companies, national and international NGOs in various areas.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 5

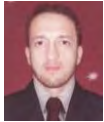
Roya HUSSAINZADA



Roya Hussainzada attended Kabul Medical University from 1988-1994 and is currently a Community Health Doctor of preventative medicine at the Ministry of Public Health where she has worked since 2013. Prior to her current position, Dr. Hussainzada was Deputy National Coordinator for Eye Care at the Ministry of Public Health.



Shaheem NASIR



Shaheem Nasir obtained a Bachelor in Business Administration in 2011 from MRK University, Kabul and a Master's in Project Management from Corllins University. Mr. Nasir currently holds the position of Monitoring and Evaluation Team Manager of the Initiative to Promote Afghan Civil Society at Counterpart International. He also worked in monitoring and evaluation for Afghan youth and the Sustainable Agriculture Program with USAID.



Dr. Matiullah Amin SAFI



Matiullah Amin Safi is an MD and graduated in 2005 from Nangarhar Medical Faculty. Since 2010, he has held a position as National Officer of the Health Program with the Aga Khan Foundation. Prior to his current position, he was employed as Hygiene Education and Sanitation Regional Supervisor with DACAAR, Nangarhar, Afghanistan.



Dr. Nagibullah SAHIM



Nagibullah Sahim completed an MD in 2007 from Kabul Medical University. He also holds a Master's Degree in Sociology from Osmania University in India (2011) and PGD in Public Administration from Central Institute of Management in India. Dr. Sahim currently works as Director of Human Resources. Prior to this position, he worked as a general executive manager in Ministry of Higher Education and as H.R Manager in reconstruction organization for Afghanistan development.



Ghulam Dawod SHAYEQ



Ghulam Dawod Shayeque completed a Bachelor of Law and Political Science in 2013 as well as a Kabul Electro Mechanic Technicom Diploma in 2010.



Mohammad Sharif WALI



M. Sharif Wali graduated from Kabul Polytechnic University as a Geology Engineer in 1989. He received Diploma in Geographical Information System (GIS) in 2011, from Maihan University, Kabul, Afghanistan. As a GIS Assitant and Associate, Wali attended United Nation Mine Action Program (UNMACA) from 2003 to 2012. Wali's current position is GIS Specialist in National Rural Access Program, Ministry of Public Works since 2012.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 6



Shir AHMAD

Shir Ahmad obtained a Bachelor of Science in Agricultural Agronomy in 2008 from Bamyan University in Afghanistan. Mr. Ahmad's work experience includes district admin and finance officer Oxfam GB in Daikundi province, and Administration at MCRCC in Bamyan province. Mr. Ahmad currently works as Regional Program Coordinator of the Regional Integrated Crop Management program at the Aga Khan Foundation in Bamyan province.



Abdul Ahad AKHUNZADA

Abdul Ahad Akhonzada completed a Bachelor of Law in 2014 from Kateb University. Since 2010, Mr. Akhonzada has been employed as Budget Specialist to the General Directorate of Budget. Prior to this, he worked as an Administrative Officer at Smart Engineering Team in Kabul, and as an English Trainer at Kabul English Language and Computer Academy.



Mohammad Ashraf HESAM

Mohammad Ashraf Hesam completed a Bachelor of Business Administration in 2011 from Preston University. Since 2012, Mr. Hesam has been working as Aid Coordination Officer in the Aid Management Directorate of the Ministry of Finance. Prior to this position, he worked as Finance Assistant in Sayed Bilal Sadath Construction Company.



Jamagul NIAZI

Jamagul Niazi completed a Bachelor of Economics from Kabul University in 2007. Mr. Niazi currently works as Payment Manager at the Treasury General Department, Special Disbursement Unit at the Ministry of Finance. Prior to this position, Mr. Niazi was Program Officer at the Aga Khan Foundation, Afghanistan.



Ghulam Maroof ORYA

Ghulam Maroof Orya completed a Bachelor of Business Administration in 2012 from Bakhtar University, Afghanistan. He is currently employed as Aid Coordination Specialist at the Ministry of Finance and prior to this worked as Call Center Team leader –MTN, Afghanistan.



Khwaja Latif SEDIQI

Khwaja Latif Sediqi completed a Bachelor of Arts from the Faculty of Arts at Kabul University in 2011, and a Rural Development International Training course at the National Institute of Rural Development (NIRD) in 2010 from India. Mr. Sediqi currently works as Logistic Assistant at United Nation Office for Project services (UNOPS). Prior to this current, he was employed at Arrow General Supplies Company (AGSC).



FELLOW PROFILES

Listed in alphabetical order by surname

Group 7

Mohammad Yasin HAMRAZ



Mohammad Yasin Hamraz received his bachelor degree from the Economics Faculty of Kabul University, and then Master's degree in Business Administration from Pune University India. He is currently working as Director of Finance for the Ministry of Communication & Information Technology and as a lecturer at Kateb University/Gawharshad Institute of Higher Education. Prior to this, he served in Medica Afghanistan as financial consultant, Geo Bite as Financial Advisor, Geo Map as Financial and Administrative Manager, BRAC Afghanistan Bank as Asset Operation Officer.



Mohammad Sohail KAKAR



Mohammad Sohail Kakar currently is the spokesperson and program director of the Afghanistan Peace and Reintegration Programme with the Ministry of Public Works. He previously worked as Sector Expert at the Ministry of Finance, and Senior System Analyst at USAID. Mr. Kakar graduated in 2013 with a Bachelor of Social Sciences from Kabul University.



Afsar Khan KHANKHAIL



Afsar Khan Khankhail completed a Bachelor's of Business Administration in 2011, and a Diploma in Information Technology in 2006 from MARYAM Institute of Higher Education. Mr. Khankhail is currently employed as Procurement Analyst at the Special Procurement Commission of Afghanistan with the Ministry of Finance. In the past, he has worked as Monitoring Agent with ARTF (Afghanistan Reconstruction Trust Fund), and Internal Auditor within Ministry of Finance, both with the Ministry of Finance.



Arefa NAZARI



Arefa Nazari is a student at Kateb University studying a Master's in Economics. She has worked as administrator officer in the Chief of Staff Department of the Ministry of Finance. Arefa is one of the founding members and planning manager of Nasl-e-Fariad Students Association. Ms. Nazari holds membership of the Youth Council of Kabul for Youth Participation in Democratic Process Program at the National Democratic Institute for International Affairs (NDI).



Attiqullah YOUSOFZAI



Attiqullah Yousufzai is currently working for the Enterprises Directorate of Ministry of finance where he has been employed for 7 months. Mr. Yousufzai completed a diploma in computer science from the Computer Technology Institute. In the past, he has worked as an English teacher, manager in SSS Company, as computer instructor & operator, interpreter for Pashto and Dari to English, and as an English Instructor.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 8



Mirazam AZAM

Mirazam Azam completed a Bachelor of Economics in 2012 from Pune University in India. Additionally, Mr. Azam is currently completing a Bachelor of Applied Accounting from Brooks University in England, as well as a certification to become a Chartered Accountant from ACCA in Glasgow. Mr. Azam is currently employed as Audit assistant at DYNAMIC VISION and Manager at the Ruling and Exemption Unit of Afghanistan Revenue Department.



Abdul Haq HAQIQ

Abdul Haq Haqiq completed a Master of Arts in 2012 from of Modern Languages, Kansas State University, USA and a B.A. in English from Balkh University, Afghanistan in 1997. Currently, Mr. Haqiq works as Head of the English Department and Vice Chancellor of Administration and Finance Affairs of Balkh University, a position he has held since 2012. He is also a Lecturer in the same department where he has filled various other roles in the past.



Alamgir HOTAK

Alamgir Hotak currently holds the position of office assistant for the National Rural Access Program at the Ministry of Finance in Kabul. His past work experience includes Supervisor at Sodexho and Sales Executive at Silicon Center. In 2009, Mr. Hotak completed a baccalaureate in branch of Fellow Science in Peshawar.



Abdul Monir SALIM

Abdul Monir Salim completed a Bachelor of Business Administration at Pune University in India. Mr. Salim presently works as a general manager of external relation in Afghanistan Academic and Islamic Research Center, where he has been employed for 6 months. Prior to this position, he was a Finance Manager in Ibrahim Khalilullah Co. Ltd. He is now working at the Ministry of Higher Education in the examination department as a Manager of Check and Entry.



Ahmad Seeiar SERAT

Ahmad Seeiar Serat completed a Master of Business Administration in 2013 from University College of Commerce and Business Management from Osmania University and a Bachelor of Arts in 2011 in Public Administration and Political Science from Nizam College, Osmania University. Mr. Serat currently works as Capacity Building Trainer at the Ministry of Higher Education, Human Resources Directorate in Kabul.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 9



Sayed Abdul HALEEM

Sayed Abdul Haleem is presently employed as Sales and Marketing Officer at ABS. Past work experience includes Finance Officer at the Afghan Women Service and Education Organization (AWSE), Internal Auditor at the Swedish Committee for Afghanistan (SCA), and Finance Officer at the UN Office for Project Services. Mr. Haleem also holds a Bachelor of Business Administration in Finance from the Institute of Management Studies, University of Peshawar.



Naweedullah HAMIDI

Naweedullah Hamidi completed a Bachelor of Arts in Psychology in 2009 from Kabul University. Since 2010, Mr. Hamidi has worked as a General Manager of Students Scholarships at the Ministry of Higher Education.



Hafizullah MOMANDI

Hafizullah Momandi completed a Bachelor of Science in Economics in 2007, and a Master of Science in Economics in 2008 from the International Islamic University in Islamabad, Pakistan. Mr. Momandi's current position is Senior Fiscal Policy Analyst Manager for the Revenue Analysis Unit, Fiscal Policy Directorate. Prior to his current position, he was Acting Head Fiscal Policy Directorate and Senior Fiscal Analyst in Fiscal Policy Unit at the Ministry of Finance.



Ghulam Habib SHUGOFA

Ghulam Habib Shugofa completed post-graduate training in Malaysia in 2007 in the areas of accounting, advanced computer applications, English, financial management, and human resource management. Since 2008, Ms. Shugofa has been employed as a General Manager in Ruling and Tax Exemption at the Ministry of Finance. Prior to her current position, she worked as a Manager in Research of Law, Revenue Department, Ministry of Finance from 2005-2008.



Ahmad TAMIM

Ahmad Tamim completed a Bachelor of Business Administration from the University of Pune, India in 2013. Mr. Tamim also holds a diploma of Human Resource Management and in Marketing Skills. His current position is at the Ministry of Finance as a General Manager of Procurement policy.



Jamaluddin ZAHID

Ahmad Tamim completed a Bachelor of Business Administration from the University of Pune, India in 2013. Mr. Tamim also holds a diploma of Human Resource Management and in Marketing Skills. His current position is at the Ministry of finance as a general manager of Procurement policy.



FELLOW PROFILES

Listed in alphabetical order by surname

Group 10



Latifa HADIA

Latifa Hadia is currently a student and is studying a Bachelor of Business Administration at Dunya Institute. She is currently employed as an IT officer at the Ministry of Finance. Prior to her current position, Ms. Hadia worked as Proposal Admin at Fazlullah Construction Company.



Nastratullah NASRAT

Nastratullah Nasrat obtained a Bachelor of Economics from Nangarhar University in 2010 and a DBA from the Afghan Institute of Business Management in 2009. He currently holds the position of Procurement Associate at the Ministry of Public Works with the National Rural Access Program. Prior to this current position, Mr. Nasrat worked as Procurement Associate at United Nation Office for Project services (UNOPS).



Milad Ahmad SALIHI

Milad Ahmad Salihi completed a Bachelor of Business Administration in 2013. He currently holds the position of General Manager of Employee's Relations at the Ministry of Finance. Prior to his current position, he held that of Employee's Complaints and Discipline Manager.



Naimatullah RAHAMDIL

Naimatullah Rahamdil completed a Bachelor of Computer Application from the University of Pune, India. Since 2013, he has worked as Directorate of General Budget at the Ministry of Finance.



Hashim Ali RAWAB

Hashim Ali Rawab completed a B.A. in Economics from Kabul University of in 2007. Mr. Rawab presently works as the Regional Office Manager of the Norwegian Afghanistan Committee (NAC) in Ghazni Province. Prior to his current position, he filled another position at NAC of finance officer.



Abdul Wahab WASIM

Abdul Wahab Wasim is currently working toward a Masters Degree in Business Administration at the American University of Afghanistan. He is also a Graduate from Kabul poly Technique University. Mr. Wasim is currently employed as a Liaison Officer for the Civilian Technical Assistance Program at the Ministry of Finance. Prior to his current position, he was Admin and Finance Manager for the same program.



COACH PROFILES

Listed in alphabetical order by surname



Ehsanullah AHMADZAI

Ehsanullah has a Bachelor Degree in Business Administration from IQRA University, Pakistan. He has worked both in private and public sector organizations in different capacities. Now he works with National Reform focusing on individual ministries' financial and non financial performance indicators, provision of technical capacity and development programs introducing a unified M and E mechanism for oversight in all Ministries in Afghanistan.



Nazilla ATAIEE

Nazilla Ataiee is working as Communications Coordinator with the Afghanistan Civil Service Institute (ACSI). Before her appointment with ACSI, from 2007 to 2008 she worked with the Independent Administrative Reform and Civil Service Commission of Afghanistan and United States Agency of International Development (USAID) Projects. She got her M.A in Sociology from Banaras Hindu University of India and also received her Bachelor Degree in Dari Literature from Kabul University.



Mohammad Moein DAQIQ

Mohammad Moein Daqiq graduated in 2005 from the English Department, Faculty of Languages and Literature, Kabul University. He joined UNDP Afghanistan as a National Consultant in 2007. He was engaged with SWOT analysis, Project Implementation, Need Assessments and Capacity Development of government counterparts. He joined the Ministry of Finance in 2010 as a Technical Advisor for the Governance Cluster Program. Currently, he is working on 6 National Priority Programmes.



Abdul Malik FARAH

Abdul Malik Farahi earned a Bachelor Degree in Business Administration (BBA) in Finance. Presently he is working as Procurement Assistant in the Ministry of Public Work's, National Emergency Rural Access Project (NERAP) funded by the World Bank. He has attended workshops in areas such as Management, Financial Management, Procurement and Logistics. He has worked with several organizations in the past at different positions.



Abdul Karim JALILI

Abdul Karim Jalili has received a Bachelor's Degree in Business Administration in Finance in 2006 from Preston University, Islamabad. He worked with several organizations, namely as UNHCR, and UNDP and USAID as a Micro Banking Technical Supporter/Auditor. His working experience includes as Systems Officer, Admin/Finance Manager and as a Trainer. Currently he is working as a Procurement Officer for the UNDP/MBAW Project at Ministry of Finance.



Mohammad Reza KATEB

Mohammad Reza Kateb got his Masters degree in the field of Public Policy from the University of Bristol, UK and his Bachelor degree in Social Science (Philosophy and Sociology) from Kabul University, and his B.Sc. in Agriculture from Bamyan University. He has worked with different government and non-government organizations in the past. Currently he is working as a Policy Analyst – Governance in the Ministry of Finance.

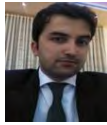


Lema KHURAM

Lema Khuram graduated from the Faculty of Science in the field of mathematics from Kabul University in 2011. She has been working in the Ministry of Finance based on her field of study.

COACH PROFILES

Listed in alphabetical order by surname



Ahmad Suliman MEHR



Ahmad Suliman Mehr has been serving with the HR directorate of Ministry of Finance since 2009 in different positions. As the Manager of TNA and provincial capacity development associate and considering his service and hard work, he was promoted to General Manager of Training and Development Unit Head, that later on he applied for the position of Management Trainer in RIMU funded by World Bank. Now he is working as capacity development adviser with RIMU, helping the training and development unit in delivery of the training programs. Mr. Mehr has bachelor's degree in Law and Political Science from Kabul University. His education background, public speaking skills total of 7 years practical experience out of which 5 years just in capacity building of human resource, indeed has enabled him to be a very effective trainer.



Abdul Bashir SAKHIZADA



Abdul Bashir Sakhizada finished his post graduation medical education in Internal Medicine in 2007. He has worked in the medical field including roles as a Medical Translator in AKDN/AKU SON-IHS Kabul, Service Coordinator Lab Specimen Specimen Collection Units, Clinical Laboratory AKUH, Consultant Internal Medicine FMIC, Assistant Manager laboratory FMIC, and Public Relations, Communication and Marketing Manager and Consultant Internal Medicine, FMIC in Kabul. Now he is Manager of Laboratory and Professional Services in FMIC.



Saleh Mohammad SAMET



Saleh Mohammad Samet has worked in different areas such as management, directing, and development programs in conflict, post-conflict, and transitional environments for 10 years. He is National Programme Manager for Community Development in Aga Khan Foundation, oversees the overall implementation and management of community development programs and gives strategic, technical, managerial and operational support to the field team and other partners for implementation of the programs.



AFGHAN RESOURCE PERSON PROFILES

Listed in alphabetical order by surname



Abdul Hadi NOORZAD

Abdul Hadi Noorzad is Deputy Head, Procurement Department, at the National Solidarity Programme (NSP), Ministry of Rural Rehabilitation and Development (MRRD). He has an M.D. from Kabul Medical University and a post-graduate Diploma in Sustainable Rural Development from the National Institute of Rural Development, University of Hyderabad, India.



Asifa STANEKZAI

Asifa Stanekzai is presently the Deputy Manager, Project Support Unit (CBR) at the Ministry of Finance. She has studied at the International Islamic University Islamabad (IIUI), Pakistan and received an MBA in Finance. She served as an advisor for financial and operational management in both public and private Sectors, and assisted the Ministry of Finance with reforms related to the budget department.



Aimal YARZADA

Aimal Yarzada acts as a National Human Resources Manager at the Aga Khan Foundation (AKF) in Kabul, having previously worked as Human Resources Manager at the same institution. Mr. Yarzada holds a Bachelor of Business Administration (BBA) from Preston University (Pakistan).



MENTOR PROFILES

Listed in alphabetical order by surname



Ahmad Fawad AKBARI

Ahmad Fawad Akbari is a medical doctor, public health professional and development specialist who was born and raised in Kabul, Afghanistan. He lives in Ottawa, Canada since October 2013. Fawad has specialization in pediatrics from Kabul Medical University in 2006 and obtained a master degree in International Public Health from the University of Liverpool in 2013. Additionally, since 2005 Fawad has attained numerous specialization diplomas and certificates in leadership, management and technical disciplines from United Nations Institute for Training and Research (UNITAR) in Hiroshima Japan, INSEAD Business School in France, MDF in Netherlands, Creative Mater in UK and Coady International Institute at STFX University, Nova Scotia Canada. He was also honored to be a UNITAR Fellow in 2009 cycle and then volunteered in the same program as Coach, Afghan Resource Person and Mentor since 2010. Currently Fawad works as Program Advisor for Aga Khan Foundation (AKF) Canada based in Ottawa and earlier than this he worked for AKF Afghanistan as Deputy Director of a multi-sectoral program, National Manager of Health Programs, National Coordinator of Health Programs and Health Program Support Officer. Before this, Fawad worked for Cure International Hospital as Patient Services Manager and for Marie Stopes International in various managerial and technical capacities in reproductive health and family planning programs. Meanwhile, Fawad is a member of PACT-Ottawa's Board of Governors, a Canadian non-governmental organization that fights against human trafficking through advocacy, education, awareness and networking.



John BARTON

John Barton is currently the Communications Officer for the Texas Legislative Budget Board (LBB). Since 1991, Mr. Barton has been a leader in the ongoing development and implementation of Texas state government strategic planning, performance budgeting, performance monitoring, and customer service initiatives. During the past 16 years, Mr. Barton has leveraged his knowledge and experience to provide training and technical assistance to 38 delegations of foreign officials who have visited Texas to learn about Texas government, the state budget, and the legislative appropriations process. In addition to his work at the LBB, Mr. Barton has served as an Adjunct Professor of Social Work at the University of Texas at Austin as well as a City Alderman in Rollingwood, Texas. He received his bachelor's degree from the University of Colorado at Boulder, and a master's degree from the University of Texas at Austin. In addition to his academic experience, Mr. Barton has received formal training in community service development, non-profit organization management, and executive and outdoor leadership.



Philip COX

Philip Cox specializes in performance management as it relates to international and Canadian social development. He applies participatory approaches to monitoring and evaluation, and to training on the methods of results based planning, management and reporting. Over the past ten years, Cox and his colleagues at PLAN:NET Limited (www.plannet.ca) have pioneered a training/coaching approach to help managers deal with the new global focus on results achievement. The approach centers on the image of a person dropping a rock into a pond, creating a splash and ripple. The image is used to demystify the vocabulary of performance management and to help people visualize and document their activities and intended results. Cox and colleagues offer hands on training and post training coaching/advice as needed. To date, he has delivered more than 100 such trainings to participants of more than 800 non-profit organizations, university teams, and government departments/agencies. Clients for these performance management services include: UNICEF, WFP, UNDP, UNCHS, International Trade Centre, the Commonwealth Secretariat, several Canadian Government ministries (mostly CIDA and the Department of Canadian Heritage), several Canadian universities and community foundations like the United Way. Clients also include numerous non-governmental/not of profit organizations. He has worked in many different cultural settings in Canada, as well as in Russia, Central and South Asia (including Afghanistan), the South Pacific, the Caribbean, Latin America and Africa. Philip also acts as a Resource Person for the Fellowship.



MENTOR PROFILES

Listed in alphabetical order by surname



Athena ELTON

Ms. Elton holds a Master degree in Equality and Organization Leadership. For over fifteen years she has managed community-focused programs for international development organizations including the Canadian International Development Agency (CIDA), the Foundation for International Training (FIT) and the Global Organization of Parliamentarians Against Corruption (GOPAC). Ms. Elton designs programs by focusing on stakeholder's strengths and providing tools so local populations may participate in the planning and delivery of their own activities. She has worked on projects focused on gender mainstreaming, institutional capacity building, and anti-corruption. Currently, Ms. Elton sits on the Board of Directors of the Calgary Sexual Health Centre and privately consults for social justice and international development projects. Athena also acts as a Resource Person for the Fellowship.



Jennifer FOX

Jennifer Fox currently serves as a senior analyst for the Texas Legislative Budget Board (LBB). In this position she has worked with legislators, and chief agency and legislative staff to develop and oversee the budgets of 12 state agencies. Ms. Fox most recently served as a resident budget advisor for two years in the Dominican Republic (DR) through a contract between the LBB and the U.S. Department of the Treasury and the U.S. Agency for International Development. In this capacity Ms. Fox provided technical assistance to the DR's Ministry of Finance Budget Department to improve the national budget formulation process with specific emphasis on strengthening the transparency and effectiveness of the budget and associated monitoring and reporting functions. Prior to this assignment she led numerous trainings for international delegations and agency personnel on performance-based budget development and analysis. Ms. Fox has served on and off as a mentor in UNITAR's *Fellowship for Afghanistan* since 2009. She also served on the boards of GlobalAustin and the United Nations Association of Austin (UNA-USA). She graduated from the University Of Texas (UT) at Austin with Master's degrees from the LBJ School of Public Affairs and UT's Center for Russian, East European and Eurasian Studies.



Roger GALBRAITH

Dr. Roger Galbraith is a Pediatrician practicing in the Emergency Department of the Alberta Children's Hospital in Calgary, Canada. He is an Associate Clinical Professor of Pediatrics at the University of Calgary. He has a keen interest in medical education and has taught in a number of countries in the Middle East, Africa and Asia. Dr. Galbraith has worked in a variety of roles in Leadership and Management - he looks forward to contributing to and learning from the UNITAR fellowship each year to build on this. He also enjoys a wide range of outdoor activities including skiing, snowshoeing, cycling and hiking.



Rahul Vachale GOPALKRISHNAN

Rahul Gopalkrishnan is currently Senior Associate Director, Intellectual Property Management, Industry Liaison Office at National University of Singapore. He has extensive experience in mentoring students and staff in various capacities he served over the years including at Columbia University in New York, in Strasbourg, France and presently in current position at Singapore. In addition, he has served on grant review panels for public funding agencies in the US and Singapore. His most recent mentoring work includes business school students working on projects involving entrepreneurship and technology commercialization. Rahul has a PhD in molecular biology from the Indian Institute of Science, Bangalore, India; post-doctoral Training at the Institute de Genetique et de BiologieMoleculaire et Cellulaire, Strasbourg, France and had an active research program in Columbia University, New York. He worked for a few years in a New York city law firm in intellectual propoerty, before moving to his current position at National University of Singapore.



MENTOR PROFILES

Listed in alphabetical order by surname



Sharapiya KAKIMOVA

Sharapiya Kakimova graduated from Kazakh State Polytechnic Institute in 1993 as a system engineer. She obtained a Degree of Master of Arts in the field of international relations and later on her Ph.D. on Peace Studies with specific focus on public administration and its reform in post conflict countries in general and in Afghanistan, in particular, from Hiroshima University. She has worked in various governmental institutions of the Republic of Kazakhstan for six years and was responsible for external aid coordination. Dr. Kakimova has participated in many courses related to the international cooperation. She joined UNITAR twice as an Associate, in 2002 and 2003, and has been a Training Assistant with UNITAR Hiroshima Office from January 2004 until January 2009. From March 2011 to August 2013, Dr. Kakimova has been holding full time teaching position at Los Lagos University where she was giving lecture on International Relations Theory and responsible for the process of practice and graduation within the Faculty of Administrative and Political Sciences. Currently, she is Coordinator of International Agreements within Chilean National Commission for Scientific and Technological Research (CONICYT). Dr. Kakimova's research interests are capacity building, international relations and governance.



Rama KANNAN

Rama Kannan has over two decades of work experience in Strategy and Marketing in both Corporate and the Developmental sectors in India and Asia pacific region. Currently she works independently as a Coach and Mentor - She is a Director on the Board of 'Beyond Capital Fund', a U.S. Impact fund that invests in Social Enterprises, and helps with the investments in India and mentors the organizations invested in. She has also been a Mentor since the last 5 years on the UNITAR (United Nations Institute for Training and Research) Fellowship for Afghan civil servants to build capacity and governance in Afghanistan. She is also a Mentor on the programmes for both Dasra (builds capacity of Non-profits in India) and Villgro (Incubator for Social Enterprises in India). As an Executive Coach, she engages with leaders in corporate and developmental sectors. She is also the co-founder of Micro Finance Society Singapore. In her previous corporate avatar, she was with BP (British Petroleum) in the Asia Pacific region in various Strategy and marketing roles; her last role was heading marketing for four countries (Indonesia, Philippines, Korea and Taiwan) in the region. She was a management consultant before that with Tecnova in Market Entry Strategy, helping Multinationals in their entry in India; this included companies like form agerie Bel, France, General Signal, U.S., Barilla, Italy. She also worked in International Marketing before that, primarily with PepsiCo in India. She has an MBA from NUS, Singapore and Bachelor degrees in Commerce and Law from Delhi University. She trained as a Coach in Singapore from the Neuro leadership group, accredited by ICF. She has also attended both Basic and Advanced Labs in Human Processes from ISABS.



Winifred LOH

Winifred has been involved in the Social Sector in various leadership roles for 20+ years. She is serving her 2nd term (2014 – 2016) as President of AWARE (Association of Women for Action and Research), the leading women's advocacy group in Singapore. She has a Master degree in Arts, in Education and Human Development, from George Washington University and a Bachelor Degree in English Literature, in Sociology and Philosophy, from National University of Singapore. Currently she is a member of International Coaching Federation and Chartered Institute of Personnel Development (CIPD). Her involvement with UNITAR's Afghanistan Fellowship Program as Mentor and Facilitator began in 2011. She participated in Social Leadership Singapore Program, Harvard Kennedy School of Government. She has also led volunteer teams on projects for Caritas in the set up of Agape Village, and with VSO Bahaginan, a development organization based in the Philippines, for the Leadership and Planning process of the Carood Watershed Project. Professionally, Winifred was Human Resource Director in two Multi National Corporations, responsible for Learning & Organization Development, HR Generalist and Business Partner functions. She is currently leading her own business practice as an independent Consultant and Executive Coach. As a film lover, she was privileged to serve as a Film Juror in Bangladesh in 2014, in Iran in 2012, and in Hong Kong International in 2011. Her latest adventure is to direct a small Film Festival as a platform for documentaries, short and independent feature films for those who want to be initiated into media literacy and social teachings. Winifred also acts as a Resource Person for the Fellowship.



MENTOR PROFILES

Listed in alphabetical order by surname



Cheryl MACLEOD

Cheryl MacLeod is the Area Manager of two Community Health centres with Alberta Health Services, Public Health, Calgary Zone. Her community health nursing career covers over 25 years in both urban and rural contexts and supporting maternal and child health, vaccination programs, and school health promotion. She has assumed key leadership roles in the planning, development and evaluation of School Health and Well Child nursing services. Cheryl has been involved with the UNITAR Fellowship since 2008. Cheryl's educational credentials include a RN, BScN, CCHN(C), MEd in the specialty area of Workplace and Adult Learning.



Meredith MELECKI

Meredith Melecki works as an analyst for the Texas Legislative Budget Board where she researches policy issues and conducts performance reviews of state government programs. In her position she primarily focuses on transportation and environmental issues. She obtained a Master of Arts in International Relations from the University of Wollongong, Australia with a focus on peace and conflict resolution. During her Master's her research focused on the role of NGOs on peace efforts in Aceh, Indonesia and Sri Lanka. While at the University of Wollongong she also completed a Graduate Certificate in Multicultural Journalism. She is active in several local organizations with an international focus, including Young Professionals for International Cooperation, the International Hospitality Council of Austin, and Ten Thousand Villages.



Bismillah MUHIB

Bismillah Muhib works as the Deputy Project Director with IDEA-NEW project. "Incentives Driving Economic Alternatives - North, East and West", IDEA-NEW is a USAID funded project to support agriculture businesses in Afghanistan in terms of providing technical assistance and small grants. Mr. Muhib has been promoted to the current position in January 2014. Mr. Muhib's past working experience includes that of, the Asian Development Bank (ADB), United Nations World Food Program (UN-WFP) and United Nations Joint Logistics Center (UNJLC). Mr. Muhib holds a Masters in Public Policy and Administration (MPPA) from Kabul University and attended the University of Washington study abroad session completing his thesis on Public Administration Reform in Afghanistan.



Steven POLUNSKY

Steven Polunsky has joined the world-class team at the Texas A&M Transportation Institute (TTI), where he is helping develop infrastructure finance options, working on transportation policy, and providing policy implementation support for transportation topics of legislative interest including the areas of finance, freight, congestion, technology, public engagement and transportation data. TTI works on over 700 research projects with more than 200 sponsors annually at all levels of government and the private sector and is recognized as one of the finest higher education-affiliated transportation research agencies anywhere. He previously worked as the Director of the Texas Senate Committee on Business and Commerce, where he and his staff evaluate legislation, conduct policy studies, and perform oversight of state and local agencies. The Committee is responsible for legislation and policy relating to all business and industries regulated by the State of Texas, including all sectors from utilities to banking to construction. Steven's experience includes service as director of the Senate Committee on Transportation and Homeland Security, chief clerk of the House Committee on Transportation, director of the Legislative Study Committee on Private Participation in Toll Projects, director of the Study Commission on Transportation Financing, 13 years at the Texas Department of Transportation in government relations and policy analysis, and four years as Director of Research and Planning for the Texas High-Speed Rail Authority. A public speaker and amateur radio operator (W5SMP), he holds a Master's of Public Affairs from the LBJ School of Public Affairs at the University of Texas at Austin.



MENTOR PROFILES

Listed in alphabetical order by surname



Michael M. REYNA

An LBJ School graduate, Mr. Reyna is a successful leader with years of experience working at the highest levels of the legislative and executive branches of government (local, state and federal), as well as in the public and private non-profit sector. Skilled at change management, he has executive-level experience translating strategic vision into action.

Mr. Reyna is civic minded, community-oriented, and people-focused. He most recently served as the Executive Director of the Financial Information System for California (FI\$Cal) Project.



Sheila Ann ROBINSON

Ms. Robinson graduated from the University of Calgary with a PhD in Community Health Sciences (International Health Systems) in 1988 and an MA in International Development in 1979. She received her BSc in Nursing from Boston College in 1966. She has twenty-five years' experience in global health and development, spanning field work, research, program planning, management and evaluation. Presently, she is Director and Senior Consultant for Plan:Net Ltd. (Calgary, Canada) and River Run Associates (Cambodia and Calgary, Canada). She is also an Assistant Professor (adjunct) for the Community Health Sciences Department, Faculty of Medicine, University of Calgary.



Gul Afghan SALEH

Gul Afghan Saleh is Senior Program Manager (Energy and Water), Office of Economic Growth and Infrastructure (OEGI) at USAID Afghanistan. He has a Doctorate in Urban Planning and Design and Master Degree in Civil Engineering. Prior to his present position, Mr. Saleh served as Programme Officer with the UN World Food Programme, and before that as Rural Development Officer with the UN Drug Control Programme for Afghanistan. Mr. Saleh joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle. He served as an Afghan Resource Person in 2011 and has become a mentor since 2013. Mr. Saleh also serves as a Board Member of the Afghanistan Engineers' Association (AEA).



James Daniel SHORT

James Daniel Short teaches Peace Studies and English in the Faculty of Law at Toyo University. Following graduating from the University of Cardiff in History and then gaining a teaching license from the same institution in 1996, he came to Japan and has taught English to students of all ages, from kindergarten to retirees, at a variety of educational institutions. After obtaining a Master's degree in Education for International Understanding followed by a PhD in World Political Order at Hiroshima University in 2006, he worked for two years at the United Nations Institute for Training and Research (UNITAR) in Hiroshima as an Associate, before moving to Toyo University in 2008. His current research is focused on personal experiences of conflict and the accompanying psychological trauma, with particular reference to the conflict that is and has taken place in Afghanistan.



Emily Rozalija WHEELER

Emily Rozalija Wheeler is the Infrastructure and Operations Manager for the non-profit organization, "I Live Here, I Give Here," where she leads the review of all company policies and procedures in order to improve the organization's financial management and its evaluation of its impact in Central Texas. Prior to being recruited by I Live Here, I Give Here, Emily was a Senior Policy Analyst (Energy and Finance) and a Policy Analyst (Business and Commerce and Education) at the Texas Senate in Austin, Texas. In this capacity, she advised a state senator on policy issues that included utility regulation, water management, economic development, and insurance, monitoring the three standing Senate Committees of Business and Commerce, Natural Resources, and Senate Finance. She also oversaw public and higher education policy staff, training

MENTOR PROFILES

Listed in alphabetical order by surname

them on policy issues and legislative strategy. She earned her Master of Business Administration in December 2009 from Brandeis University, Waltham, MA and a Bachelor of Arts in December 2004 from McGill University, Montréal, Canada in Political Science, History, and Economics. She has a range of working experience such as a Graduate Researcher in Organizational Learning at Oxfam America, Boston, MA and Project Manager of the Gender, International Law and Justice Project (GILJ) at the Centre for International Sustainable Development Law, Montréal, Canada.



Jordan SMITH



Jordan Smith is a budget analyst for the State of Texas Legislative Budget Board. In this capacity he works with state agencies, legislators and legislative staff to develop budget recommendations for multiple state agencies including the Texas Department of Housing and Community Affairs. Prior to working in his current position, Jordan worked for a non-profit organization in Kenya developing agricultural and economic development initiatives for rural farmers. He also has prior experience working in the private sector dealing in the commercial real estate industry specializing in valuation and consulting. He has a passionate interest in international development and poverty alleviation activities. Jordan graduated from Baylor University with a Master's of Science degree in Economics and a Business Finance degree from Texas A&M University.



Freshta YOUSUFI



Freshta Yousufi is a Monitoring and Evaluation Deputy Director for the Afghanistan Land Authority. Previously, she worked as an International Training Coordinator / Trainer for the Higher Education Project. She is currently studying a undergraduate program at the American University of Afghanistan. She also holds an International Certificate in Supply Management with The Chartered Institute of Supply Management.

RESOURCE PERSON PROFILES

Listed in alphabetical order by surname



David J. EATON

David J. Eaton is the Bess Harris Jones Centennial Professor of Natural Resource Policy Studies at the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin (UT/A) and a UNITAR Senior Special Fellow. During 2013 Eaton is serving as Visiting Professor at the Graduate School for International Development and Economic Cooperation of Hiroshima University in Japan. Professor Eaton received a Ph.D. in geography and environmental engineering from The Johns Hopkins University (1977), masters degrees in public health and public works administration from the University of Pittsburgh (both in 1972), and an A.B. in biology from Oberlin College (1971). Prior to coming to UT/A as Assistant Professor in 1976, Eaton served on the staff of the US Agency for International Development (1975-76), the US President's Science Advisor's Office (1974-1975), and the US President's Council on Environment Quality (1970-72). At the UT/A, Eaton was Assistant Professor (1976-80), Associate Professor (1980-85), Professor (1985-91), and is now Bess Harris Jones Centennial Professor of Natural Resource Policy Studies (1991-). David also acts as a Resource Person for the Fellowship.



Michael A. FORS

Michael Fors is a General Manager of Readiness for Microsoft Services, providing all training and readiness for the 21,000 person organization, including leadership and management development, onboarding, strategy and culture, and training in Microsoft's devices and services, technical skills, sales skills, and professional skills. Prior to this role, he was the GM and Worldwide Consulting Practice Manager for Microsoft Enterprise Strategy, a startup consulting organization. He hired, onboarded, and managed the performance of Microsoft's most senior 350 consultants, who are paid by the top 2000 global customers to determine how technology can enable their business strategy. Prior, he was Sr. Director of Strategy at Microsoft, setting strategy, launching new products, driving startup businesses, and working with VPs of divisions to improve their business performance. Before Microsoft, he led Intel University, a top corporate university, driving all consulting, leadership/management development, culture, as well as technical, sales, marketing, and product design/development training and development. He is a Certified Management Consultant through the Institute of Management Consultants, and consults regularly with CEOs of startups, business school professors, and venture capital investors. He has served as a National Performance Excellence Award (Baldrige) Examiner, judging the performance of top U.S. corporations for the annual award, which is presented by the President of the United States. He has served as a Board Member at the University of Washington and for Baldrige, and teaches in the Stanford School of Engineering and the University of Washington MBA Program. Michael's Ph.D. combined business and education. For 15 years he has been a United Nations Fellow, training ambassadors on IT strategy at UN Headquarters in NYC, and leading the UNITAR Fellowship for Afghanistan, the UN Post-Conflict Reconstruction Leadership Program for government officials of Afghanistan.



Lorne JAUQUES

Lorne Jaques has led teams of academics and development professionals whose projects have reached every part of the world. He has also directly managed small grass roots projects as well as very large multilateral projects in Latin America, South Asia and Eastern Europe. Most of these projects have been in the health, social and education sectors. He has worked in, and with, governments, institutions and non-governmental organizations in twenty countries. He places great value, based on previous success, on partnerships with the private sector, especially those involved in energy and the environment or international development. Dr. Jaques was Chief of UNITAR's New York Office from 2002 to 2004 and is currently Professor and Senior Director of the International Development and Research International Centre at the University of Calgary.



RESOURCE PERSON PROFILES

Listed in alphabetical order by surname



Humaira Khan-KAMAL

Humaira Kamal is currently Senior Advisor to the UNITAR Hiroshima Office. Prior to this she has been with UNITAR since 1996, as a UNITAR Special Fellow and then Training Associate. In her first assignment at UNITAR she was directly involved in developing the UNITAR New York office Work Programme when it restarted its operations in 1996. She has been responsible for research, development, planning and coordination of a number of training programmes in specific thematic areas. Her projects included annual intensive courses on international trade, public-private partnerships for sustainable development, and policy issues in information and communication technologies, as well as workshops on basics in technology for senior policy makers and negotiators. With the opening of the UNITAR Hiroshima Office in 2003, Ms. Kamal was involved in the overall design, launch and management of the Fellowship project on post-conflict reconstruction and training in Afghanistan, and served as the Programme Leader till 2011. Ms. Kamal was a Government of Japan scholar to the Lahore University of Management Sciences where she earned her master's in business administration. Her post-graduate work was focused on non-profit management and community empowerment projects.



Musa KAMAWI

Musa Kamawi has a Master in Public Administration from IMS Peshawar University, augmenting his degree in Political Science. He currently acts as Human Resources Director at the Ministry of Finance in Afghanistan. He is the first and only UNITAR Honorary Faculty Member selected from Afghanistan in 2011. Presentations delivered in this role have included those focused on the *Role of Human Resources Management in the Public Sector*, as well as those examining project implementation in Afghanistan, using real-world examples. Mr. Kamawi has delivered numerous training workshops and seminars, as well as mentoring and training professionals from both the private and public sectors. He has received a number of notable awards and certificates in the course of his professional career, including recognition from the Minister of Finance, and the President of the Islamic Republic of Afghanistan. As a graduate of the programme, and having served as Fellow, Coach and Afghan Resource Person, Mr Kamawi has a unique insight into the structure and development of the programme over time. Mr Kamawi has developed several glossaries for the Fellowship programme, and continues to be a strong supporter of UNITAR within the region.



Shona WELSH

Shona Welsh is an award-winning trainer and writer with 25 years of experience in learning and development as well as organizational communications. The author of five books she holds a Bachelor's degree in English from the University of Alberta in Canada, and a Master's Degree in Adult Education with a specialization in Workplace Learning from the University of Calgary, Canada. Shona has lived or worked in five countries and has a keen interest and conducts research activities in cross-cultural communications, mentoring, and resiliency. Before founding Mementum Learning Inc., an organization providing learning, consulting, and coaching services to various clients, she was a senior executive for learning at an international corporation, led a professional development consortium for educators, and taught at various colleges and universities. Shona currently teaches leadership-related courses at the University of Calgary and University of Alberta and serves as an International Volunteer Advisor for Canadian Executive Services Overseas (CESO), an NGO devoted to providing expert assistance to developing countries.



UNITAR STAFF PROFILES



Mihoko KUMAMOTO

Head

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Mihoko Kumamoto has over 18 years of professional experience in the development cooperation field and has been with the United Nations for 12 years. Ms. Kumamoto started her career at Kyushu Electric Power Company in Japan where she coordinated training programmes and while there, she discovered that her passion was in helping people to help themselves, specifically through human development and development cooperation. After six years, Ms. Kumamoto left the company and moved to New York to earn her Masters in Economic Development at Columbia University. In 2001, she joined the United Nations Development Programme (UNDP), and served its Vietnam Country Office as Junior Professional Officer. In 2003, she moved to the Bureau for Development Programme of UNDP Headquarters in New York and led various signature programmes that promoted the capacity development of institutions and individuals including the Africa Adaptation Programme. In 2011, Ms. Kumamoto worked for UNDP Multi-Country Office for Samoa, the Cook Islands, Niue and Tokelau as Assistant Resident Representative for Crisis Prevention and Recovery, the Environment and Climate Change. After the assignment, she rejoined UNDP Headquarters, and in 2012, Ms. Kumamoto moved to Jakarta to serve UNDP Indonesia as a Senior Advisor. Ms. Kumamoto holds a Bachelor's Degree in Psychology from West Virginia University and a Master's Degree in International Affairs from Columbia University. She is a PhD candidate at Kyoto University on climate change and sustainable development.



Berin McKENZIE

Specialist

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Berin McKenzie graduated with a B.A. degree in Japanese from New Zealand's Canterbury University in 1998, and a B.A. (Hons.) and M.A. in International Relations from the Department of Political Studies at Auckland University. His M.A. Thesis examined multilateral initiatives as pursued by Japan in regards to its policy towards the People's Republic of China. Fluent in Japanese, Mr. McKenzie was employed in a Japanese local government role prior to joining UNITAR in August 2008. Berin manages programme development and implementation, as well as monitoring and evaluation at the UNITAR Hiroshima Office and has also acted as a Mentor to participants in the UNITAR Fellowship for Afghanistan programme. He is also an American Society for Training and Development (ASTD) Accredited Master Trainer.



Shamsul Hadi SHAMS

Training Officer

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Shamsul Hadi Shams has graduated from Hiroshima University in 2012 and received his PhD in Peace and Co-existence, Developing Science Division. He received his Master's degree in Political Science and International Relations from the International University Islamabad (IIUI), in 2006 and a Bachelor's degree in natural sciences in 2004 from university of Peshawar, Pakistan. His doctoral research is about post 9/11 reconstruction strategy for Afghanistan, whereas his doctoral dissertation focused on the impacts of reconstruction strategy on the viability of intra-Afghan conflict settlement, in Afghanistan. He served as research assistance conducting research on "Peacebuilding in Afghanistan" from 2009 to 2011 at Hiroshima University. His research interests include Afghanistan post-conflict reconstruction and recovery, governance reforms, capacity development, state building processes and conflict resolution. He participated and presented his research in academic conferences in Japan, United States and Canada in the past several years. He joined UNITAR Hiroshima Office in 2012.



UNITAR STAFF PROFILES



Junko SHIMAZU

Coordinating Officer

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Junko Shimazu has a B.A. Degree in Arts and Science from Temple University, USA and M.A. Degree in Intercultural Communications from the Graduate School for International Development and Cooperation at Hiroshima University. Prior to joining UNITAR, she worked as an interpreter between Japanese and English for 10 years. Junko Shimazu joined the UNITAR Hiroshima Office in September 2012.



Sabahuddin SOKOUT

Training Associate

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Sabahuddin Sokout is UNITAR Training Assistant and Focal Point in Afghanistan. Prior to this he was Administration and Finance Officer at the Baz Construction Unit for Rehabilitation of Afghanistan (BCURA) and Liaison Officer of Foreign Affairs in the Academy of Science of Afghanistan. He graduated from the Faculty of Economics of Kabul University in 1997. He has taken part in many training courses on computers, accounting, planning and environmental issues. As a 2005 Cycle Fellow, he worked on the project to develop a Questionnaire for conducting a Benchmark Survey for Irrigation Projects in four provinces for the BCURA. Mr. Sokout joined the UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2005, as a Coach in 2006 and 2007, and as an Afghan Resource Person in 2008.



Naoko HASHIHAMA

Expert

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Naoko Hashihama has a B.A. Degree in Modern History from Kyoto University and an M.A. Degree in Modern History from the Graduate School of Art at Kyoto University. In both of them, she majored in the relationship between university students (especially Faculty of Law) and nationalism in Germany during 1920's-1945 (until the end of WW2). After graduation, she started working in Hiroshima Prefectural Office and engaged in advising staff in city and town offices on administrative views, especially about the Residents' Basic Register Law. She has been dispatched to UNITAR since April 2013 to strengthen the partnership between UNITAR and the Prefectural Office.



Jun CHENG

Intern

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Jun Cheng is currently studying a Master's Degree in Development Science Division, graduate school for International Development and Cooperation (IDEC), Hiroshima University, Japan. Cheng has received a B.A Degree in International Trade and Japanese Language in 2013 at Dalian Foreign Language University, China. Cheng has been doing Internship with UNITAR Hiroshima Office since December 2014.

